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ABSTRACT

This final report contains the proceedings and other materials from a workshop to provide training experience in literacy follow-up materials development to participants from UNESCO member states in the Asia and Pacific region. Focus is on practical agricultural training for adults. The proceedings discuss the objectives of the workshop and summarize the following: opening addresses, orientation to the workshop, paper presentations and discussions, group work, planning of national follow-up activities, and closing. Recommendations of the workshop are listed. Chapter I consists of six presentations: "Horticulture and Animal Raising in Vietnam: Problems and Needs" (Tuyen); "Training in Vocational Agriculture: Experiences of the Department of Non-Formal Education, Thailand" (Choomnoom); "Development and Production of Literacy Follow-up Materials in the Field of Agricultural Vocational Training" (Hoang); "How To Develop Effective and Attractive Literacy Follow-up Materials" (Sharma); "UNESCO Report: Education for Human Development" (Sakya); and "ACCU Report: ACCU's Regional Cooperative Literacy Programs in Asia and the Pacific--Literacy Materials Development and Personnel Training." Chapter II reports on the field survey, development, and field testing of materials by three groups during the workshop. The three group reports are provided. Chapter III contains the reports of 18 countries (Afghanistan, Bangladesh, Bhutan, Cambodia, China, India, Indonesia, Iran, Laos, Malaysia, Maldives, Mongolia, Nepal, Pakistan, Papua New Guinea, Philippines, Thailand, and Vietnam) and plans of follow-up activities for nine (Afghanistan, China, Indonesia, Maldives, Mongolia, Papua New Guinea, Philippines, Thailand, and Vietnam). An appendix provides general information, schedule of the workshop, list of participants, and opening speeches by Dao, Sakya, and Miyamoto. (YLB)

ED 374 323

Development of Literacy Follow-up Materials on Agricultural Vocational Training (Horticulture and Animal Raising) for Adults in Rural Areas

Final Report

11th Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific

Ho Chi Minh City, Vietnam
22 November - 3 December 1993

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Chapter I: Paper Presentation

1. RESOURCE PERSONS PAPERS

HORTICULTURE AND ANIMAL RAISING IN VIETNAM - Problems and Needs

Bui Cach Tuyen, Ph.D.
University of Agriculture and Forestry
Ministry of Education and Training
Vietnam

1. Introduction

Vietnam is an agricultural country. Its economy mainly based on agricultural production. Presently, the total population of Vietnam is about 70 million. More than 80% of its population are living in rural areas. About 84% of the work force in these areas concentrate their production efforts into two fields: agriculture and livestock production.

Over 40% of country's total production derived from agriculture. Agricultural products contribute 50% of national income and 30% of export value. There are 10 million households cultivating on 7 million hectares of land, i.e. 0.4 hectare/household in average. Agricultural production in terms of monetary value is about USD 4 billion, i.e. USD 600 per hectare, USD200 per agricultural worker and USD400 per farmer household.

Vietnam suffered a long-lasting war, during that time the rural society was deeply disturbed. After the reunification of the country, Vietnam tried to stabilize all social sectors. Human resettlement and development was an important policy of the Government in which rural development was given top priority.

Rural people are facing several constraints: poverty, illiteracy lack of agricultural inputs, technology know how and also lack of effective marketing system. They obtain low level of education. Among them only 1% are university degree holders, 6% high school graduates, 49% high school dropouts 35% primary school graduates or dropouts and 9% illiterate. Population pressure is serious and saving for investment is quite low.

For a long time, Vietnam pursuits collective farming in co-operatives or state-owned farms. In this system, farmers were organized into production units, they had to follow the already-made production plan. During this time, the propagation of farming knowledge mainly done by the technical persons working in co-operatives.

Since 1988, the production in agriculture has been changing steadily from centrally-planned and subsidized system to market-oriented one. The Government promotes household economy giving farmers have the right to use freely their own lands and design for production themselves. Nowadays, they have a common trend to commercially produce their commodities. To cope with the ever-changing market demand, they badly need variety of market information and technical knowledge. In this circumstance, the technology transfer through extension works plays a very important role, replacing old means of knowledge dissemination. Through on-farm experiments and educational activities in extension projects, farmers can obtain necessary knowledge for their production .

With recently launched policies on market-oriented economy, the Government set up the following targets for agricultural development in 1990s:

1. Maintain food security and improve the quality of people's everyday meal (in terms of energy, protein, lipid and vitamins).

2. Secure raw materials for processing industries. First priority is given to the production relating to the clothing demand for local people and then for export.

3. Increase export quota in order to stimulate domestic agricultural production and supply the essential agricultural inputs.

4. Generate jobs, increase farmers' income, develop rural areas based on the policies of economic renovation in agriculture and rural development.

5. Put in use all bare hills by applying agro-forestry method. Try to protect and improve natural resources and environment.

Recently, the Congress of Vietnam ratified the law on land ownership in which farmers possess the following basic rights:

- Own the land
- Pass the ownership to their heirs
- Sell the land to others
- Use the land as mortgage for bank loan

This important policy will certainly enhance agricultural production because it solves two basic issues:

- The farmers' attitude towards the land, they feel safe to invest for long-term production plan.
- The agricultural investors can accumulate land for large-scale commercial production

From the chronic food shortage situation, Vietnam emerged as a rice export country ranking third after Thailand and USA. From 1989 to 1992, in average, Vietnam exports 1.4 million tons of rice per year. Especially, in 1992 the export quantity rose up to 1,95 million tons of rice and 100,000 tons of corn and cassava. Table 1 depicts the areas sown to different crops and Table 2 shows the general picture of food production over past 16 years.

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UNESCO Principal Regional Office for Asia and the Pacific (PROAP), Bangkok

Acknowledgment

The Asia/Pacific Cultural Centre for UNESCO (ACCU), Tokyo, has held an annual regional workshop for specialists in literacy material development since 1983 with the main objective of providing the participants with training experiences in developing effective and useful materials especially for neo-literates. As many as 228 experts in Asia and the Pacific had been provided training experiences in the previous decade ten regional workshop.

In the Tenth Regional Workshop in China in 1992, it was strongly recommended that ACCU should continue to hold the Workshop on the theme of the development of literacy follow-up materials for agricultural vocational training. Moreover, the demand for neo-literate materials expounding agricultural vocational skills is very high in achieving "Education for All" in the region since a large number of illiterate/neo-literate people living in rural areas are engaged in agriculture.

Under such circumstances, it was our great pleasure to have organized successfully the 11th Regional Workshop with the participation from Afghanistan and Cambodia for the first time in addition to 16 countries in Asia and the Pacific.

This report is the output of the 11th Regional Workshop jointly organized by ACCU, the Ministry of Education and Training (MOET) and the Vietnam National Commission for UNESCO in close collaboration with UNESCO Principal Regional Office for Asia and the Pacific (PROAP) and the Japanese National Commission for UNESCO, in Ho Chi Minh City, Vietnam from 22 November to 3 December 1993.

This report consists of Proceedings and three Chapters - I. Paper Presentation, II. Field Survey, Preparation and Field-testing of Materials by the Groups, III. Country Reports and Planning of National Follow-up Activities - and Annex.

Thanks to the active involvement of participants, the invaluable contribution of outstanding resource persons and an adviser from UNESCO PROAP, and the heartfelt hospitality and devoted work of secretarial staff from the host organizations of Vietnam, the Workshop brought a great success in initiating development of innovative literacy follow-up materials on agricultural vocational skills (horticulture and animal raising) to mark the new stage of this Workshop series.

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Proceedings

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9. Closing of the Workshop
10. Recommendations

1. INTRODUCTION

The 11th Regional Workshop on the Development of Literacy Follow-up Materials on Agricultural Vocational Training (Horticulture and Animal Raising) for Adults in Rural Areas in Asia and the Pacific was organized by the Asia/Pacific Cultural Centre for UNESCO (ACCU), the Ministry of Education and Training (MOET) of Vietnam and the Vietnam National Commission for UNESCO, in collaboration with the UNESCO Principal Regional Office for Asia and the Pacific (PROAP) and the Japanese National Commission for UNESCO to achieve the eradication of illiteracy in the region, one of the goals of APPEAL (Asia-Pacific Programme of Education for All).

The Regional Workshop was held in the Office of the Ministry of Education and Training, Ho Chi Minh City, Vietnam from 22 November to 3 December 1993. It was attended by 18 participants, four resource persons and observers from 18 countries in Asia Pacific, including an observer from Cambodia (See the list of participants in the Annex).

2. OBJECTIVES OF THE WORKSHOP

The objectives of the workshop were to provide training experience in literacy follow-up materials development to the participants from UNESCO Member States in the region, with focus on practical agricultural vocational training for adults, especially in the following areas:

- The study of needs and problems related to agriculture (horticulture and animal raising in rural areas);
- The development and field testing of materials for neo-literates (including audio-visual materials);
- The evaluation and adaptation of materials for neo-literates with special reference to AJP materials;
- Discussion on the distribution and effective utilization of materials for neo-literates.

3. OPENING OF THE WORKSHOP

Opening of the Workshop

The workshop was formally opened by a brief opening programme on Monday, 22 November 1993, with Prof. Dr. Tran Van Nhung, Director of International Cooperation Department (ICD) of the Ministry of Education and Training (MOET) of Socialist Republic of Vietnam as Master of Ceremonies.

Prof. Dr. Tran Chi Dao, Vice Minister, Ministry of Education and Training of Vietnam, gave the opening speech on behalf of the Ministry of Education and Training, which was followed by an address by Mr. Truong Van Da, Vice President of People's Council of Ho Chi Minh City. Both of these officials expressed their pleasure and hearty welcome to the participants, resource persons and observers to the workshop.

Dr. Tran Chi Dao informed those present that the government and the people of Vietnam gave special attention to the campaign for literacy; that as far back as forty-eight years ago the former President Ho Chi Minh issued a decree to organize non-formal education classes throughout the country and established a government department to take charge of illiteracy eradication campaigns.

The Government of Vietnam has approved an annual budget for movements of illiteracy eradication and primary education universalization. He also acknowledged having received substantial assistance and cooperation from international funding organizations such as UNDP, UNICEF, UNESCO and also from NGOs.

Prof. Dr. Truong Van Da said that Vietnam shared the same problems regarding illiteracy and poverty as other countries in Asia and the Pacific. He told the participants that campaigns against illiteracy and poverty must be the work of both the government and the people.

On behalf of UNESCO, Mr. T. M. Sakya, Education Advisor and Coordinator of "APPEAL", UNESCO Principal Regional Office for Asia and the Pacific (PROAP), thanked ACCU and the Government of

Vietnam for organizing the workshop and the Ministry of Education and Training, the Vietnam National Commission for UNESCO and the Education Commission of Ho Chi Minh City for making excellent arrangements for the workshop.

He emphasized that, since farmers are not informed about the use of modern techniques for production and are also faced with problems of marketing, food processing and agro-industries, those in education, especially adult and non-formal education, should understand the changing needs of the farmers and workers and develop strategies and techniques to help them.

Mr. Shigeo Miyamoto, Executive Director, Asia/Pacific Cultural Centre for UNESCO (ACCU) extended his warmest welcome to the participants, resource persons and observers to the workshop and expressed appreciation to the organizers for their untiring efforts and support in hosting the workshop. He informed the participants what ACCU has done in the movement to eradicate illiteracy in Asia and the Pacific region.

In the self-introduction, the participants got to know more about each other and discovered that a number of them are experts in vocational agricultural training.

(Full text of the speeches are given in the Annex.)

4. OFFICERS OF THE WORKSHOP

Upon the proposal of Mr. Miyamoto, ACCU, the participants unanimously affirmed the election of the following officers :

Chairperson:
Dr. Bui Cach Tuyen (Vietnam)
Vice Chairperson:
Dr. Irshad Hussain Tirmazi (Pakistan)
Rapporteur :
Mr. Abdu Rahim Kenoh (Philippines)

5. ORIENTATION OF THE WORKSHOP

Chairperson, Dr. Bui Cach Tuyen requested Mr. Sakya to present a guide for the workshop. Mr. Sakya emphasized that human development is the objective of all educational endeavour and he enumerated the steps in the preparation of literacy materials as follows:

1. Analysis of national situation, policy of the state, the organization, its strengths and weaknesses
2. Identification of target group (for whom we are working)
3. Understanding of their needs and problems
4. Plan for desirable future
5. Development of literacy and continuing education
   - Curriculum
   - Learning materials
   - Delivery methods
6. Mechanism of NFE
   - Resource centre
   - Training centre

Mr. Sakya also showed and discussed the process of the workshop:

INPUTS

- Technical papers
- Country papers
- Field trips

PROCESS

- Discussion
- Survey data
- Synopsis
- Curriculum development
- Materials development
- Field testing
- Finalization

OUTPUTS

- Knowledge
- Skills
- Attitude
- New draft materials
- Follow-up programme

Mr. Shinji Tajima, Director, Literacy and Book Development Division, ACCU, supplemented the explanation on the process of the workshop and explained the steps under procedure/process. Each group would carry out a certain activity and, whatever it was, he recommended the participants to use the guide in preparation of the materials.

He gave an orientation on the operation, mechanism and other details of the workshop and discussed each day's activity in the schedule with emphasis on promptness.

6. PAPER PRESENTATIONS AND DISCUSSIONS

(1) ACCU report

Mr. Miyamoto presented a paper on ACCU's Regional Literacy Programmes in Asia and the Pacific with special reference to literacy materials development and personnel training as of November 1993.

He reported that ACCU's regional literacy programmes have been conducted mainly in two fields

since 1980, in full cooperation with the participating countries in Asia and the Pacific and with substantial support and cooperation of the UNESCO Headquarters and the UNESCO PROAP. These two fields are :

1. Development of literacy materials
2. Training of experts on development of literacy materials

He mentioned that to date, 46 kinds of prototype materials have been produced in English, including two newly produced AJP materials in 1992-1993:

1. Mother's Milk is Best for Your Baby (Illustration stand)
2. Mina Smiles (booklet)

He reported also that more than 160 kinds of national versions of AJP materials have been produced in 22 languages in 15 countries. Responding to great demands for effective and attractive media, ACCU has produced, in cooperation with UNESCO and experts in the region, 5 video programmes.

On training of experts, he reported to date that ACCU has trained 228 in ten Regional Workshops and sent international teams of experts to eight National Workshops where 250 participants have already been trained. He mentioned the launching of new programmes on development of effective basic literacy materials and the First Sub-Regional Workshop held in Calcutta in July 1992 with 21 participants and 3 resource persons from 7 countries who developed draft basic literacy primers based on the curriculum in their vernacular languages.

(2) UNESCO Report

Mr. Sakya presented a paper on Education for Human Development. After explaining the area covered by the UNESCO Principal Regional Office where 61% of the world's population live and where illiterates are concentrated, he went on to discuss the aim of APPEAL; the two sub-systems of education and the shift in development from the old to the new model; and concluded that all activities are carried out for further education of human development. He stated that education must have the 4 characteristics: quality, quantity, relevance and efficiency; and that all persons are involved in a process of transformation from the present state of being to a more desirable state.

Mr. Sakya moved on to state that continuing education includes learning opportunities that all people want or need and explained the features of the types of continuing education:

1. Post Literacy Programmes (PLPs)
2. Equivalency Programmes (EPs)
3. Income Generating Programmes (IGPs)
4. Quality of Life Improvement Programmes (QLIPs)
5. Individual Interests Promotion Programmes (IIPPs)
6. Future Oriented Programmes (FOPs)

He concluded his presentation by saying that in the final analysis, continuing education leads toward human resource development and the emergence of a learning society.

(ACCU and UNESCO reports are found in the Chapter II).

Presentation by Mr. T.M. Sakya, UNESCO PROAP

(3) Report from Vietnam

Mr. Pham Quoc Chan, Expert, Continuing Education Department, Ministry of Education and Training, Hanoi, Vietnam, reported on the literacy situation in Vietnam and issues to be solved. He stated that in 1945, 95% of the population of Vietnam was illiterate but by constant efforts to fight illiteracy, they have attained valuable achievements in improving the literacy level of the people of Vietnam.

He said that with the literacy rate of 79% in 1960; 91.4% in 1980; and 92.5% in 1990, by the year 2000, the country will achieve 95% literacy rate.

He went on to say that while the development of literacy continues, his country has several issues to solve which can hasten the eradication of illiteracy: a) Issue of reliable data; b) Logicizing of school network; c) Full use of human and material resources; d) Compilation of textbooks and literacy materials suited to local conditions and abilities of learners; e) Provision of enough literature to neo-literates; and f) Making full use of international financial assistance in the fight against illiteracy.

(4) Country Reports

Participants from the different countries, including the observers, took turns in presenting their country reports following the guides in the general

information.

Each report highlighted the literacy situation in each country, the problems and needs in development of follow-up materials, successful cases, strategies on development of materials, and progress each country has made towards the production of national versions of AJP materials.

Each participant reported on the literacy situation and problems in their country which are bases for government and NGOs concerned to improve strategies and strengthen support with the aim of eradicating illiteracy by the year 2000.

The countries in Asia and the Pacific region are generally agricultural, and each report highlighted the extent of literacy materials produced in line with agricultural vocational training and the problem encountered in the production. Each reported issues and recommendations to solve them.

Each participant reported significant progress in the production of national versions of AJP materials which were translated and modified to suit local needs, situation and culture. Each reporter acknowledged the significant support and assistance extended by ACCU and UNESCO, both in the production of materials and training of participants in literacy training and programmes.

The successes and innovations reported by the participants gave newer insights to other participants in the production of literacy follow-up materials.

(All the country reports are given in the Chapter III.)

Report from Thailand

(5) Resource Person's Presentation

Dr. Bui Cach Tuyen, Lecturer of the University of Agriculture and Forestry, Hanoi, Vietnam, presented a paper, "Horticulture and Animal Raising in Viet Nam: Problems and Needs". In his paper, he reported that while Viet Nam is an agricultural country where the economy is mainly based on agriculture: and that it has attained food security and exports rice, he discovered that agricultural production is still small-scale; there is low yield of labour and land; and people are using traditional inefficient methods and means of production.

He presented problems and needs in horticulture and animal production in Vietnam and recommended the integrated approach combining appropriate and stable policies; efficient provision of agricultural inputs; strong processing industries; large domestic and international markets; effective technology transfers through extension works; rural development projects and a variety of programmes of vocational education for all farmers at different education levels.

Dr. Cherdsak Choomnoom, the Department of Non-formal Education, Ministry of Education of Thailand, presented a paper "Training on Vocational Agriculture - Experiences in Thailand". He told the group that vocational agriculture as a programme for learning is a part of on-going vocational training, one of two aims of literacy efforts of the Department of Education (The other being promotional activities on reading through establishment of reading centres of various forms). Training in vocational agriculture, he said, is a part of such short, medium and long-term vocational training programmes. New forms of training in vocational education including vocational agriculture are emphasized in Thailand. He reported that nature farming, and the like, is expected to get as much emphasis in the future.

Dr. Cherdsak added that in Thailand's philosophy of non -formal education, it is best if a person acts using 3 kinds of information: personal, technical and social. He also mentioned that a person will act not on facts but on the meaning of the facts as he perceives it.

Mr. Hoang Tan Thu, Vice Director, Education Publishing House of Hanoi, Vietnam, presented a paper and discussed the needs and characteristics of literacy follow-up materials which must be taken into account when writing materials; and elaborately explained the processes of development and production of literacy materials in the field of agriculture in the Socialist Republic of Vietnam. For better results in the development and production of literacy follow-up materials in the field of agricultural vocational training, the Ministry of Education and Training of Vietnam closely and efficiently cooperated with the Ministry of Agriculture and Food industry and other ministries concerned with agricultural production. He emphasized that a strong Education Publishing House under the auspices of the Department of Education and Training is necessary in order to ensure the efficient development, production, printing and distribution of materials, not only for elementary and

high school, but also for non-formal education.

He closed his presentation by presenting sample materials used by people who have gained considerable profit from certain agricultural vocational production.

Mr. Tajima, ACCU, explained various kinds of AJP prototypes which have been produced so far and demonstrated various kinds of booklets, posters, games and audio-visual materials especially related to the objectives of the workshop.

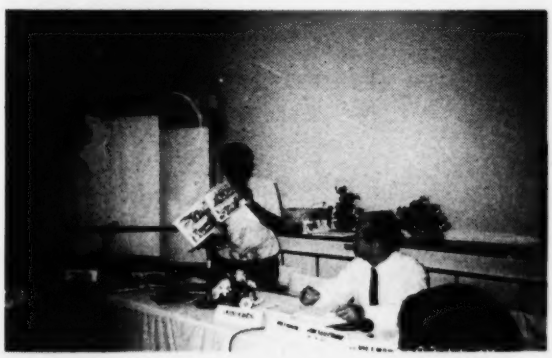
In his presentation, he stressed that agricultural knowledge and skills should be integrated effectively and innovatively to suit to the people's needs and conditions in rural areas.

He also explained several steps, procedures and strategies in disseminating agricultural vocational knowledge to the target clientele based on the experiences of AJP materials development.

Mr. D. D. Sharma, Director of State Resource Centre of Adult Education of India presented a paper on the development of effective and attractive literacy materials. He pointed out that there is a dearth of materials that are relevant to the conditions and problems of the different communities, and that are attractive enough to generate interest in the neo-literates and get them into the habit of reading the materials. He emphasized the need for producing materials that are both effective and attractive to improve the functional literacy and knowledge of the neo-literates.

He presented guiding principles and steps to follow in the development of literacy follow-up materials and emphasized the importance of evaluation and feedback for further improvement of the materials.

(All the resource persons papers are given in the Chapter I.)



Input from the resource person

7. PROCESS OF THE GROUP WORK

After receiving some pointers from Mr. Tajima, a video presentation on the Literacy Follow-up Material Development including New Participatory Method (NP), and a brief reminder from Mr. Sakya on the production and utilization of literacy follow-up materials, the participants identified their preferences and interests through a checklist/questionnaire for group formation.

The participants were divided into three groups. Each group elected a chairperson and a rapporteur, and developed literacy follow-up materials following the procedure below:

A. GROUP FORMATION:

Group A:
Booklet and supplementary
Target village: Phu Huu Village
Chairperson: Mr. Delabu Gidam
(Papua New Guinea)
Rapporteur: Chhador Wangdi (Bhutan)

Group B:
Booklet and supplementary
Target village: Long Thanh My Village
Chairperson: Mr. Mohd. Altaf Hossain
(Bangladesh)
Rapporteur: Mr. Sharulnizam Bin Jantan
(Malaysia)

Group C:
Video and supplementary
Target village: Tam Binh Village
Chairperson: Mr. Gouqi Gu (China)
Rapporteur: Mr. Rajiva Sinha (India)

B. THE FIELD SURVEY AND NEEDS ASSESSMENT

Interview with villagers

The group were provided with profiles of the three villages with brief description and explanation. In briefing in the village, the groups were again given the profile by an assigned member of the village. For a very objective assessment of the villages' needs and problems, the new participatory (NP) method was used.

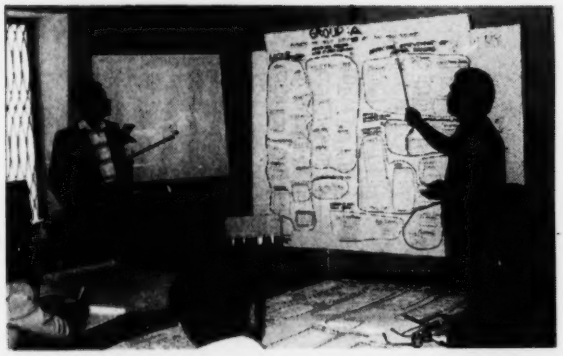
The groups visited the assigned target villages on Thursday, 25 November 1993 and were accompanied by interpreters and received warmly by the leaders of the villages.

In a brief orientation, they were allowed to clarify things before going to observe and interview farmers. The participants were reminded to direct attention to the needs and problems of horticulture and animal raising.

C. ANALYSIS AND IDENTIFICATION OF NEEDS AND PROBLEMS

On Friday, 26 November 1993, the three groups analyzed the result of the field survey and identified the most pressing needs and problems-according to priority. The problems were thoroughly analyzed and suggested solutions were recommended using the NP method.

Analysis with NP method



Presentation of analyzed data

D. DEVELOPMENT OF THE MATERIALS

Based on the priority, needs and problems identified in the three villages and the corresponding recommended solutions, each group selected concepts and topics, and used those appropriate for the development of different kinds of literacy follow-up materials for adults, as follows:

Group A

1) You Can Get More Income from Integrated Farming (poster)
2) Integrated Farming (booklet)
3) Raising Fish (booklet)
4) Raising Ducks (booklet)
5) Planting Fruit Trees (booklet)
6) Integrated Farming (game)

Group B

1) Healthy Duck Better Luck (poster)
2) Prevent Duck Diseases, Income Increases (poster)
3) Word Matching Game (game)
4) Raising Ducks for Additional Income (booklet)
5) Grass Carp Champion (folder)
6) Additional Income from Raising Fish (booklet)

Group C

1) Raising Milk Cows (video programme)
2) Bio-gas Production (pamphlet)
3) Raising Milk Cows (supplementary booklet)

Group C went to spend another one day in the village of TAM BINH for the shooting and spent one whole day at two film centres for editing and video production, while the other two groups and half of Group C spent the two-and-a-half days on production of other kinds of literacy materials.

In a plenary session the developed materials by the three groups were presented and a simulation of how these materials would be used for the target group was also conducted. Reactions from other members were considered for improvement of the materials.

In the same session some drafts of AJP materials were presented for examination for possible comments and recommendations for their improvement, so that they can finally be printed as prototype materials. A poster on grafting apples for more income, and two others, were presented.

Development of printed materials

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Development of a video material

E. FIELD TESTING

To determine the relevancy, effectiveness, understandability, attractiveness, appropriateness and acceptability of the developed materials, each group revisited the target village to conduct field-testing of each material.

The groups presented/tested the developed materials to a sample number of semi- and neo-literate farmers. With the use of interview-questionnaires, the villagers were asked to answer relevant questions about each materials.

The responses and questions, including comments of the farmers and observations of the members of each group, were analyzed and interpreted.

Field test of developed materials

F. REVISION OF THE MATERIALS

Based on the results of the field testing, each group improved, revised and finalized the developed materials, and presented them in a plenary session.

The responses and comments including the observation of the members of each group were also presented in the same plenary session.

(Report of the details of the group work are presented in the Chapter II.)

8. PLANNING OF NATIONAL FOLLOW-UP ACTIVITIES

ACCU briefed participants on the national follow-up activities and the scheme of assistance provided by ACCU for holding the national workshop in the participating countries. The participants prepared their plan for the follow-up activities and submitted them to ACCU.

(The plans are given in the Chapter III.)

9. CLOSING OF THE WORKSHOP

The closing ceremony was emceed by Dr. Tuyen. Mr. Nguyen Xuan Thang, Acting Secretary-General of Vietnam National Commission for UNESCO gave the first address. He expressed warm greetings to the participants and appreciation to ACCU for giving Vietnam the priority in organizing the 11th Regional Workshop and for its continued support to the cultural development of Vietnam. He praised the participants for the great efforts of their creative work and their contribution to improvement of literacy in the region. Furthermore, he thanked UNESCO PROAP for sending Mr. Sakya, the Ministry of Education and Training of Vietnam for the contribution of its officials, and members of the secretariat for their contribution to making the workshop successful.

Mr. Nguyen Van Hanh, Vice Director of MOET, Ho Chi Minh City, expressed thanks to the different officials, ACCU and PROAP for the various contributions they extended to assure the successful conduct of the workshop in Ho Chi Minh City. He expressed regrets for MOET's lack of facilities, but said they had done all they could to facilitate the successful conduct of the workshop. He wished all the participants good health and happy return to their respective countries and invited them to see Vietnam again.

Mr. Tajima, ACCU, happily expressed greetings and thankfulness to the participants for having worked efficiently together, and the resource persons for their invaluable advice to the participants even in the difficult tasks of group work every day and night.

He expressed hearty thanks to MOET, Vietnam National Commission for UNESCO and assured that the hospitality of the people of Vietnam would be remembered forever. He also expressed appreciation to Mr. Sakya and PROAP for the assistance that greatly contributed to the success of the workshop, and for the great contribution of the chairperson, rapporteur, resource persons, participants, secretariat, illustrators and all those involved in the Workshop.

The Workshop was finally closed with words from Dr. Tuyen, the chairperson of the Workshop.

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10. RECOMMENDATIONS

The 11th Regional Workshop on the Development of Literacy Follow-up Materials on Agricultural Vocational Training for Adults in Rural Areas in Asia and the Pacific made the following recommendations:

ACCU should:

1. continue to organize more regional workshops on the development of literacy follow-up materials in the framework of the continuing education programme of APPEAL, with the cooperation of UNESCO, on the following themes:

- agricultural/vocational training especially nature farming
- agriculture and non-formal education programmes
- income-generating programmes through handicrafts
- disadvantaged children such as street children and minority children
- migrant people from rural areas to city
- cultural programmes for rural people
- promotion of peace education
- information on AIDS to the people;

2. assist the Member States to increase financial and technical support for development of literacy follow-up materials and training programmes at the national level with the cooperation of UNESCO;

3. develop more variety of AJP materials, especially audio-visual materials such as videos, to suit the local needs and problems in the region;

4. develop more scientific and technical knowledge in AJP materials in systematic ways for special targets like farmers in rural areas;

5. establish close relationship with the publishing houses in the development of literacy materials

6. consider the followings in organizing the workshop;

- qualifications (professional and language skills) of the participants
- longer duration
- effective sharing of the country report
- extension of field survey and field testing;

7. invite Cambodia as participant in the next Regional Workshop;

8. encourage participation of non-governmental organizations in the region and international organizations such as FAO, UNICEF, WHO and others.

UNESCO should:

1. continue and expand its financial and technical assistance to ACCU for organizing the Regional Workshop on the Preparation of Literacy Follow-up Materials;

2. increase financial assistance to the Member States to conduct national workshops and to produce literacy follow-up materials in the context of ATLP curriculum;

3. organize the workshop on agricultural vocational training including integrated farming at regional and sub-regional levels to train key personnel in co-operation with ACCU;

4. organize a world-wide conference on non-formal education for "Education for All";

5. conduct research on how to develop literacy materials under the theme of agricultural vocational training.

Member States should:

1. increase funds for the production of national versions of AJP materials (modification, adaptation and printing) to provide literacy follow-up materials on a large scale throughout the country;

2. strengthen the organization of a national workshop to follow up the regional workshop in the context of agricultural vocational training;

3. promote the publication and distribution of literacy follow-up materials in remote areas to reach the learners;

4. encourage non-governmental sectors to participate in the ACCU's literacy workshops;

5. select, as participants for ACCU workshops, experts on the theme of the workshop, such as developer of literacy materials on agriculture for this workshop;

6. provide information on 'nature farming' (environment-friendly farming) to people, especially farmers;

7. encourage family planning in non-formal education programmes.

Chapter I

Paper Presentations

1. Resource Person's Papers

   (1) Horticulture and Animal Raising in Vietnam - Problems and Needs
   (2) Training in Vocational Agriculture
   - Experience of the Department of Non-Formal Education, Thailand
   (3) Development and Production of Literacy Follow-up Materials
   in the Field of Agricultural Vocational Training
   (4) How to Develop Effective and Attractive Literacy Follow-up Materials

2. UNESCO Report

3. ACCU Report

Table 1: Area Sown to Crops (1000 hectares)

	1985	1986	1987	1988	1989
Paddy	5704	5683	5588	5726	5893
Spring rice	1765	1828	1840	1882	1993
Autumn rice	857	915	892	994	1146
Winter rice	3082	2945	2856	2850	2753
Other food crops					
Maize	1130	1124	1121	1241	1180
Sweet potato	397	401	406	551	505
Cassava	335	315	299	318	280
Major industrial crops					
Groundnuts	213	225	238	224	208
Soybean	102	107	118	103	94
Rush	15	17	17	18	14
Mulberry	7	7	7	6	7
Tobacco	43	36	39	40	28
Sugarcane	143	125	137	142	130
Jute	22	26	32	17	16
Tea	51	58	59	59	60
Coffee	45	66	92	112	121
Rubber	180	202	204	211	211
Coconut	127	158	199	211	206
Total sown area	8556	8606	8642	8881	8936

Source: Statistical Data, 1976-1987. General Statistical Office

Table 2: The Changing Pattern of Different Factors Relating to Food Production

	Average for period		
	1976-80	1981-88	1989-92
Food production (Rice equivalent, million tons)	13.3	17.6	22.2
Rice production (million tons)	11.0	15.2	19.7
Average yield per growing season (tons)	2.02	2.66	3.22
Food production per capita (kg)	2.54	2.94	3.30

Source: Report of Agricultural Development Review Committee, Hanoi, Vietnam, 1993

But shortly after the success in rice culture, farmers realized that rice production does not bring much profit. The recent difficulty in international rice market leading to the rice surplus and financial loss among farmers. Those two reasons discourage farmers in growing rice. They are now tying to diversity their production.

One of the most important tendency now is horticultural production including fruits, vegetables, flowers and ornamental plants. Fruit production can make a revenue of 5-20 times higher than that of rice. This revenue will be higher if farmers apply the integrated farming method combining horticulture, fishery and animal production.

In horticulture, fruit crop production plays the most important role in national economy, especially in the coming years.

2. Horticultural Production

1) Fruit Production

In Vietnam, fruit trees are mainly grown in the South. The total area grown to fruit tree in the south is 231,700 hectares producing 2.6 million tons of fruit/year. The production percentages of different species are as follows:

- Banana: 31.8%
- Pineapple: 22.0%
- Citrus: 17.0%
- Longan and Rambutan: 7.7 %
- Others: 21.5 %

Besides, the area grown to cashew tree has been increasing rapidly, supply big quantity of kernel for export in the past five years.

At the same time, huge demand for dragon fruit, a local species accelerating the speed of its production.

For more than three decades, the Government concentrates its efforts into food production. Investment for fruit trees development was very limited. This chronic shortcoming leading to following problems in fruit trees development:

- Researches on fruit tree development are rare,
- The mix-up of fruit varieties,
- Cultivation methods are traditional and inadequate,
- Lack of high quality varieties,
- Fruits are of low quality leading to consumption difficulties in foreign market,
- Diseases, especially viral ones, are widespread and difficult to overcome
- Average yields are low,
- Orchard sizes are small leading to several difficulties in collecting required product quantity for export,
- Fluctuation of product price,
- The imbalance of price relationship between agricultural products and industrial commodities and services is a factor limiting rural development,
- Lack of rural infrastructure,
- Lack of credit system.

Followings are the needs improve fruit crop production:

- Select high quality fruit varieties,
- Introduce good varieties from other countries,
- Research on fertilizer regime for fruit crops,
- Research on rapid multiplication method,
- Plant protection for fruit trees,
- Develop post harvest technology to preserve and process fruits,
- Find market outlets for fruits,
- Send farmers to neighbouring countries to study their experience,
- Disseminate information relating to all aspects of fruit crop cultivation through different means,
- Rural infrastructure development.

2) Vegetable Production

Vegetables are mainly produced for domestic demand. The international market for vegetable is limited. In this situation, it is very difficult for farmers to fully exploit their production potentials. Even through the average yields are low, whenever they try to increase production, they face serious surplus and may get lost.

Besides local traditional vegetables such as cucumber, bitter squash, pumpkin, eggplant, herbs... Vietnamese people began to grow temperate varieties like cauliflower, cabbage, Chinese cabbage, artichoke, parsnip carrot, radish, etc., since the time when French people dominated the country. These vegetables can be grown in areas having appropriate conditions for their growth like Lam Dong province in the South and many other provinces in the North.

Only in southern provinces, total areas grown to vegetables is 25,000 hectares. Besides the temperate varieties, there are some tropical varieties that can fit the hot and humid conditions of most provinces. The growing areas grown to these varieties are concentrated around cities and towns.

Followings are problems and needs in vegetable production.

Problems

- High monetary value vegetable species are few in number,
- Growing duration of most varieties are quite long,
- Severe pest infestation during growing season,
- Market outlets are limited,
- Lack of processing industries.

Needs

- Processing industries,
- Markets for products,
- Improved plant protection, using IPM to reduce chemical residues.

3) Flowers and Ornament Plant Production

This field of horticultural production in developing with moderate speed and attract a limited number of producers.

Until now, flowers and ornamental plants are consumed domestically. The peak of consumption occur during religious events and traditional festivals. Some flowers like orchid can be exported but with very small quantity. Other ornamental plants such as dwarf trees (Bonsai) are also produced for export.

With the expected future development of tourism, this kind of production may flourish.

3. Animal Production

Animal production in Vietnam attained some improvements during past years. For example, yearly growing rates for production from 1981-1985 was 31.8% (pig population) and 5.7% (meat production). Followings are data of the year 1989 relating to animal production:

Animal Products	Population (in thousand)
Pig	12,200
Cattle	3,190
Dairy cow	12
Buffalo	2,870
Poultry	103,000
Egg	1,800,000

The contribution of animal production to national agricultural production has been increasing, i.e., 19% in 1980 to 26.7% in 1987.

Followings are some characteristics of livestock production during past years in Vietnam:

1) Even though facing many constraints, animal production in Vietnam achieved some significant progresses in terms of quantity and production methods meeting domestic demand for animal products and draft power and reserve small portion for export. Especially in rural areas the family swine and seasonal duck productions are common.

2) Animal production has been changing steadily from self-sufficient to commercial production meeting demand of export and processing.

Above achievements originated from two movements:

1) Technology transfers in animal production

2) Promulgation of several governmental policies relating to animal production of private sectors and household.

Even though some progresses were obtained, there still remains many problems to be solved in order to further develop animal production:

Problems

- Per capita animal production is still low, ranking 12th among 20 countries in the region,
- Several diseases occur during seasonal transition period,
- People awareness on disease prevention is poor,
- Animal raising methods are still under developed,
- Hygienic practices are not strictly followed leading to human infection,
- Farmers raise animals by their own ways, do not care much on nutritional criteria,
- Middlemen take a lot of profit causing serious losses to farmers thereby hamper the governmental policy on poverty eradication because farmers can not return loan to the bank,
- It is very difficult to find market outlets,
- Chemical residue in animal products is a prominent hindrance for exportation
- Processing industries are weak and do not meet international standards, they hardly help stimulate the animal production,
- Lack of market forecasting system and coordination between big animal producers causing sudden surplus.

Needs

- Train and create a big quantity of qualified veterinary doctors,
- Enlarge the veterinary clinic system,
- Improve processing industries and train people,
- Train and create specialists in animal variety selection,
- Establish a national center for animal variety selection,
- Find foreign market for animal products,
- Develop rural infrastructure,
- Introduce agro-forestry concepts on degraded hilly lands to support animal raising,
- Disseminate animal production technology know-how to each household.

4. Conclusion

Even though Vietnam can obtain food security and export rice, the agricultural production are still small in scale; low yield of labour and land; traditional and inefficient in methods and means of production. The economy of Vietnam has just been transformed from long-lasting centrally planned to market oriented one. It needs sometime to be recognized and smoothly run.

There are so many problems relating to agricultural production. They must be solved by an integrated approach combining appropriate and stable policies, affluent provision of agricultural inputs; strong processing industries; large domestic and international markets; and effective technology transfer through extension works, rural development projects and variety of programmes of vocational education for all fanners at different education levels.

(Reference)

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3) Proceeding of the Workshop on Agricultural Extension Works.
University of Agriculture and Forestry, Ho Chi Minh City, October 28, 1993.

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TRAINING IN VOCATIONAL AGRICULTURE
- Experiences of the Department of Non-Formal Education

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1. Introduction

Department of Non-Formal Education is a direct out growth of the effort of the Thai government to increase literacy rate of the Thai population after a peaceful uprising in 1932, resulting in the country's governmental system being changed from absolute monarchy to constitutional monarchy. It was deemed early then that for democracy to be successfully implanted in the country, education must be used as the main vehicle. Continuous and concerted efforts to increase literacy rate of the Thai population were thus launched by the subsequent governments. Early on, popular education was Centered on mainly teaching people to read, write, and do arithmetic. In time, executors of the programme saw the need to help people who had just gained literacy skills to retain and further develop their newly acquired skills. That's when the production of supplementary reading materials, establishment of libraries, and reading centres were initiated. Almost currently, vocational training component was added to literacy effort to realize the new awareness and/or needs for work as a result of reading.*

In 1979, the Department of Non-Formal Education was formed. Structurally, the Department accomplishes its work through a system of regionally, provincially, district-wise, and village-wise institutions, and organizations.

(* The interpretation to the effect that Thailand's literacy programme having as its two supportive ingredients of village reading centres, and vocational training was made for the author by his good friend, LJS, while we both were wallowing over at the Samila Beach, Songkhla, Thailand.)

2. Training in Vocational Agriculture

As indicated in the preceding section, literacy programme was branched off into two main activities, both to support itself: One, is the establishment of public libraries and reading centres across the country, and, another, is vocational training.

In this section, description providing the sketch and the development of vocational training, particularly the vocational agriculture programme follows. At the beginning, vocational training took the form of short courses in such areas as industries, home economics, trades, and agriculture. Mobile vocational training teams were set up and travelled to villages where clients were recruited and teaching/learning experiences were provided. The purpose was to supplement the literacy drives. There developed into two kinds of programmes of late; short- and long-term vocational training programmes. Then added into the list, a much shorter version of programme which run from 5-30 hours which geared to meet felt needs and interests of the population. The latter is called Interest Group Programme, meaning the group of learners have expressed interests in whatever courses they are pursuing. In vocational agriculture area, courses of shorter version found mainly through Interest Groups Programme are offered. And they are specifically geared toward development of productive skills. Learners and instructors agreed on topics and syllabus they will undertake.

3. At the Inception - Vocational Agriculture/ Agriculture Education Personnel Were Hired at the Division of Adult Education

For the first time, in 1976, a group of four personnel graduates in vocational agriculture and agriculture education were hired by the Division of Adult Education, the principal source of the Non-Formal Education Department. It was a kind of act of faith that this action would eventually lead to an occurrence of stronger vocational agriculture programme within the Division of Adult Education.

The four graduates were sent to live in the village, gained consent, and involvement of the village, and carried out a demonstration plot. Evaluation was conducted. The four graduates got diffused within the system with one resigning.

4. Farmers and Housewives Training Programme

Along the line, there occurred Farmers, and Housewives Training Programmes carried out individually by Provincial Non-Formal Education Centres. The programme runs approximately five days where participants are given with lessons in vocational agriculture along with courses in civic responsibilities. This programme is not very active now.

5. Attempts to Boost Relevancy - The Revamping of Vocational Adult Education Curriculum

Attempts to run vocational agricultural programmes from the beginning have been the offering of skills and knowledge based on the productive skills. But for vocational education to be successful in helping a learner to enter the world of works, settle in, and advance on his or her chosen occupation, it is now believed that the student must be assisted to master such areas as skills in production as well as management techniques, marketing, and the likes. With this 'expanded' concept, Department of Non-Formal Education, in 1982, organized a series of seminars to 'revamp' vocational education curriculum and training. The handbook called Handbook for the Training and Progamme Implementation of Vocational Non-Formula Education was the outcome of the seminars. In it, vocational education for the Department was to include, besides vocational skills in production, also management, marketing, and understanding the world of works.

6. Vocational Education Programme in the Expansion of Education Opportunity Move ment - An Implementation of the Vocational Adult Education Certificate Equivalency Programme

As Thailand has ushered in full-fledged free enterprises and economics, unemployment and social ills were concurrently seem to be on the rise (along with other beneficial effects). Education was deemed to be an appropriate means to alleviate these problems. For those who are now considered too young to leave schools the cries are to keep them further in schools. Let them finish schools at least after they finish Lower Secondary Education level - three years beyond six years compulsory education. For those out-of-school population who want a certificate of Lower Secondary School Education, and vocational training at the same time will register for Vocational Adult Education Certificate Equivalency Programme offered by Department of Non-Formal Education. These two programmes offering to those too young to leave schools. and to the out-of-school population are in what is known as Expansion of Educational Opportunity Programme being promoted by the Government.

Through the Vocational Adult Education Certificate Equivalency programme, a student enters the programme, comes out of it and receives an certificate equivalent to Lower Secondary Education Level Certificate equivalent to Lower Secondary Education Level Certificate. This programme aims at helping a student besides receiving equivalency certificate to successfully establish oneself in an occupation she or he chooses. A student get an introduction into the world of works, be competent in the chosen occupation (skills in production), be familiar in managerial and technical competencies, as well as marketing conditions. One other component of this programme is the requirement that a student must register and take courses in the Life Quality Promotion Areas. This latter area includes Civics, Organization for Development, Personal, Family, and Community Health, and Hygiene, Thai Life styles and Adjustment, Communications, Appropriate Technologies, Self-Improvement, Cooperatives, Populations, Life Planning, Recreation, Aids, Natural Resources Preservations, and the Likes. The learning settings are in the communities of the learners, the instructors are the hired teachers who will go round to meet the students, establish the relationship with them, and see to it that the student progresses through career stages until he or she could establish him or herself in an occupation of his or her own choosing.

7. Vocational Training in the Regional Areas

7.1 Northeast Region - Farms .set up at the centre - -That's just not working. either!

Northeast Regional Non-Formal Education Centre at Ubo1rajthani working through the Ubolrajathani Provincial Non-Formal Education Centre had started a school farming programme using about 77 rais of land and on the farm level. Local and indigenous animals such as known delicacy were also raised. The programme aimed at to run a four-year course but after a half way through it was terminated.

7.2 East Region

7.2.1 Border Areas Vocational Education and Development Centre

Started in 1982 in Prachinburi near the Thai-Kampuchean Border, the first Border Areas Vocational Education and Development Centre was established to undertake the vocational training for the Thai people who lived along the border and were affected by the war along the border that was going-on at the time. With an assistance from the Japanese Government, the Centre was provided with equipment, tools, buildings, and other facilities. They were well equipped to undertake the various vocational training and development programmes considered fit for and needed by the people in the border areas. Through vocational agriculture programme, learners stayed at the Centre's domitories studying theoretical aspects of plant and animal production in the morning, and carrying out field works in the afternoon. The Prachin Centre becomes the forerunner of ten more Vocational Education and Development Centres that were later added to the Department of Non-Formal Education. While the programme model too

became the precedent for the latter, and the well known Wat Yannasangwararamvoramahavihan Agriculture Development Centre.

7.2.2 The Wat Yannasangwararamvoramahavihan Agriculture Development Centre

In the former times, Buddhist monks' sanctuaries, called in Thai 'Wat', were places of learning both in religious matters, civics, and morality, and vocational training. With an advent of modern days' education, schools have been constructed and education get separated from the wats. Moral teaching is seen to be in decline. And teachers are not considered to be effective agents to part moral teaching. With an aim to revive the cogent role of the wat, His Majesty King Bhumipol Adulyadej has initiated the Wat Yannasangwararamvoramahavihan Agriculture Development Centre. Through the programme organized by the Centre, learners were brought in shifts of about 15-20, provided them with technical (academic) skills, in the early part of the day, and vocational, hand-on experiences in the later part. At nights before retiring, moral and civic responsibilities teaching are provided. Some forms of innovations in agricultural practices were tried out here such as natural agriculture natural and fresh composts were used in place of chemical fertilizers. The experiments and undertaking are carried out in the wake of spread concern for the environment. ('Yannasangworn' is the name sake of the present Thai Supreme Patriach).

7.3 Northern Region- Small Business Oriented Vocational Training Programme

With the cooperation of German Civilian Volunteers team, Northern Regional Non-Formal Education Centre undertook to experiment Small Business Oriented Progamme starting with welding, and included Plant Propagation. A Demonstration plot was provided, ample tools and equipment were secured. Knowledge, and information on management techniques were taught to learners. Follow-up after they had left the Centre.

7.4 Central Region - One village in each province is to be selected to experiment on vocational undertaking

Apart from regular and old-time long establishment vocational training formats: such as Interest Group Progamme, and Short-term, and Long-term Vocational Centres undertaken by Department of Non-Formal Education, the Central Regional Non-Formal Education staring in 1991, added one more kind of training to its stock: Vocational Development Training using micro-planning concept. Through this programme, each of the 17 provinces in the central regional selected one locality in which an occupational area is to be chosen to further developed, following the micro-planning concept. The micro-planning concept consists of these steps: Study of the village, Analysis of Data, Run Public Relations, conduct Induction into Career Activities, and Skills Training.

8. Conclusion

Vocational agriculture as a programme for training is a part of on-going vocational training, one of two arms of literacy effort of the Department of Non-Formal Education. (The other being promotional activities for reading through the establishment of reading centres of various forms). The training in vocational agriculture is a part of such short-, medium-, and long-term vocational training programmes. With much expansion of the non-formal education activities through various institutions within the department, new forms of training in vocational education including vocational agriculture get emphasized. The idea of providing more than productive skills to cover the understanding of the world of works, marketing, entering and settling in an occupation has been realized. In the future the vocational agriculture programme, in the wake of spread concern for the environment, is expected to include as one of its emphasis, such areas as nature farming, and the like.

(Addendum)

A few words about communication

1. In Thailand's philosophy of nonformal education (Khitpen), it's best if a person acts using three kinds of information; personal, technical and social.

2. According to the Perceptual Psychology, a person will act not on facts but on the meaning of the fact as he or she sees it.

3. According to the report of the workshop for the development of innovative learning and teaching materials related to science for neo-literates held in Pune, India, in 1989, the theme/content of the materials will have to be decided on the basis of local as well as national visions of the quality of life. And according to tile same workshop, the writers must empathize the group to whom the materials are to be addressed.

THE DEVELOPMENT AND THE PRODUCTION OF LITERACY FOLLOW-UP MATERIALS IN THE FIELD OF AGRICULTURAL VOCATIONAL TRAINING

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1. Needs and characteristic of literacy follow-up materials

1. Over recent year, the government of the Socialist Republic of Vietnam, the Ministry of Education and Training and the Vietnamese people have persisted in achieving literacy and received considerable achievements. However, due to economic difficulties, a number of children are not subject to universalization of primary education. In the mountainous areas, it goes up to over 40% and many who do of frequently practice their skills in writing and reading have relapsed into of people in the country remain illiterate. What is particular of the illiterates is that those in the rural areas, in the out-of-the-way regions and in the mountain make up a majority.

From our practical experience, we have come to realize that to achieve radical literacy there should be a flexible combination of various measures and close, effective collaboration with the other bodies concerned in which special attention should be paid to the provision of appropriate materials for the Neo-literates' further practice in reading, writing and arithmetic calculations, thus warding off their possible relapse into illiteracy.

2. The importance of the study of learning behaviour and the characteristics of the learners.

In general the learners think that they cannot learn, or even lose their learning capacity, the speed of learning is on the decline slightly. They acquire large extent of different experiences, cannot be found to studying can learn if the learning environment and materials are conclusive to their learning.

3. The necessities of the definition of the characteristics of the materials.

During the process of writing materials, the following characteristics of the materials should be taken into account:

3.1. The materials should be relevant to the learners' level and to learning skills.

3.2. The materials should focus on the real and immediate problems of the learners and their society. Specific topic on science and techniques of production and practical livelihood materials such as rearing eel frog at home, rearing fish in cages in the rivers, rearing fresh water turtle in the garden ponds keeping hogs in pigpens... have been written and attracted rural learners' interest and inspired their motivation and in turn, increased their income. The learners have found the written materials useful and close to their life. Some what could be learnt and some experience gathered in learning and using materials could make a contribution to the increase of production and living standard.

3.3. The materials should pose problems or describe potential problems, conditions and provide ways to solve those problems.

3.4. The materials should create conditions favourable for absorbing experiences and participation of the learners.

Proceeding from the idea "learn it yourself" and "do it yourself" and of course, in turn through doing something and practicing what have been learnt, the learners could accumulate more practical experiences to share with their fellows in "learn it themselves".

3.5. The materials should promote the learners' active learning. Thus they should be simple, attractive and interesting in content both in terms of physical aspects.

3.6. The materials should be integrated with self evaluation.

Shelf evaluation should be considered Important to the learning process of the learners especially the learners in the rural areas. They have based them selves on the efficacy of the application of what they have learnt to evaluate materials and the progress of their learning.

4. Materials developed should be covered two objectives which could remedy deficiencies in initial learning and making further progress possible. The written materials should reinforce what the learners have learnt and mastered, extend and encourage the various and further use of materials already learnt, to extend the target of literacy to the improvement of the quality of life.

2. Development and Production of Materials

1. To be aware of the importance of the improving of the quality of neo-literate materials, a national policy should be implemented in the process of development and production of materials. A close collaboration of the bodies concerned inside and outside the Ministry of Education is very important. The close and effective cooperation between the Complementary Education Department and the Education Publishing House which is responsible for preparation of manuscripts printing and distributing materials should be taken into account.

2. The process of technology in the development and production of material.

For booklet is a kind of material which has proved its advantage and favorite to Vietnamese learners, thus, analysis will be focused on the process

of booklet production.

2.1. Community study is very important to identify the problems and needs of the learners to find appropriate methods.

In general both conventional and unconventional methods have been used. Observation and interview have been introduced in conventional methods. Many groups which consist of educators, scientists, experienced teachers and experts... Inside and outside of the Ministry of Education and Training have been formed and sent to various villages in Bac Thai, Nam Ha... provinces to observe the situation and living conditions of the target by interviewing, asking people, community leaders... who have got the questionnaires prepared by the teams in advance.

2.2. All the information they have gathered in the community study by interviewing, holding search conference... will be considered and discussed in the meeting of each groups. The meeting will decide the theme, the format which is considered an important aspect when materials are produced. The appropriate format can effectively convey content to the learners and decide methods of presentation and cost.

A complete proposal on the future materials with a list of the writers attached should be submitted to the Ministry of Education and Training for getting its approval.

2.3. After receiving the approval from the Ministry of Education and Training, chosen materials, writers are convened to study the programmes guidelines, prepare the sketch and begin to write some lessons for the test. The target of this test is to affirm the content relevance and appropriate methods to the learners.

2.4. This is followed by a meeting of the group of the writers to consider suggestions gathered from the learners and others on the tested lessons and decide an adjustment. The proposed adjustment should be adopted by the evaluation board of the Ministry of Education and Training.

2.5. The commence of writing the whole materials will begin after receiving the approval from the evaluation board. The illustrations preparation begin in parallel with the content writing with the participation of qualified illustrators and designers.

For the illustrations not only sustain the interest of learners, but also aid them in comprehension and can be used to bridge the gap between the spoken and written language, they should be attractive, interesting, enjoyable, simple, clear and accurately representing content, conform to those of the target learners' surroundings and appropriate to each field of occupations in the rural areas.

2.6. The manuscripts of the materials will be edited by editors in the EPH both content and art. The edited manuscripts should be sent to the educators, scientists, qualified teachers to gather suggestions and remarks.

2.7. A meeting will be convened to consider the suggestions and remarks and a plan of adjustment will be sent to the group of writers and illustrators.

2.8. This is followed by meeting of all members of the evaluation board, the bodies concerned in the Ministry of Education and Training and the writers, illustrators to consider the final manuscripts. The proposal by the EB must be approved by the Minister of the Ministry of Education and Training.

2.9. The approved manuscript will be sent to the Computer Centre of the Education Publishing House to have typesetting and layout.
The complete sample will be sent to the Printer attached to the EPH or other Printers to be printed.

2.10. Post publication evaluation of materials in general and in the field of agricultural vocational Training can be done in terms of application, effectiveness, implementation, impact to learning together with programme evaluation (context, input, product, process).

To ensure the efficacy and the usefulness of the evaluation the following measures would be taken into account.

- To form an evaluation board under the auspice of the Ministry of Education and Training with the participation of the Research Centre for Complementary Education, the Complementary Education Department responsible for the programmes and utilization of the written materials, the general Education Department for the universalization of the primary education, the Education Publishing House for the development and production of materials etc. and the educators, scientists and qualified teachers.

- To gather suggestions and remarks from the learner and teaches... who have used the materials and the scientists inside and outside the Ministry of Education and Training.

To better the development and the production of literacy follow-up materials in the field of agricultural vocational training, the Ministry of Education and Training of the SRVN has highly appreciated the close and effective cooperation of the Ministry of Agriculture and Food Industry and other Ministry concerned.

(ANNEX)

In order to better the living conditions of the people in the rural areas, the Government of the SRVN has put forth many encouragement policies. "Linquidating starvation and improving living standard" is an active objective which should be put into practice.

The following materials would considered one of many active factors and measures to make a contribution to the raising of the people's income.

To activate the formula V-A-C, i.e.

V: Horticulture

A: Digging ponds for rearing fish

C Rearing animals

Many booklet and posters ... have been produced to persuade people to use the materials written in the light of the formula V-A-C.

People in the rural areas are interested in reading the following booklet: FAMILY ECONOMY published by Education Publishing House, REARING FISH IN THE CAGES, REARING SHRIMPS FOR EXPORT, REARING FRESH WATER TURTLE IN THE GARDEN POND, REARING EEL AND FROG AT HOME by the agriculture Publishing House.

The result is that those who have used materials have got a considerable profit.

For example: Mr. Le Huu Loc in Cam Ranh province got 400.000.000 VND after selling shrimps for export, Mr. Giang Seo Din (Nung ethnic group) got 48.000.000 VND after selling plum gathered form 120 plum tree.

HOW TO DEVELOP EFFECTIVE AND ATTRACTIVE LITERACY FOLLOW-UP MATERIALS
- From Field Survey to Utilization, Evaluation and Monitoring-

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INTRODUCTION

There are more than 900 million people in the world who are illiterates. Literacy percentage is going up and yet the number of illiterates in absolute terms are growing year by year. The problem is more intense in developing countries and looking to the magnitude of the problem most of the developing countries treat literacy as a programme of national priority. A multipronged approach is being followed including universalisation of primary education for children and adult literacy programme for those who did not have the opportunity to go to school in their childhood or dropped out of school before attaining the basic literacy skills.

Several decades of experience in adult literacy programme has revealed that acquisition of the skills of reading, writing and arithmetic (the 3 R's) is not an end in itself. The acquired skills are at best means to a goal. Which is, achieving economic and social self reliance and improving quality of life. The emphasis, therefore, in many recent adult literacy programmes in various countries have been on the transmission of 'Functional' literacy. The term 'functional' here implies that literacy is a tool that can be used by people in their daily livesto assist them in their work and enhance their skills in day to day life. This becomes all the more relevant for informal sectors of the economy, literacy has made 'Scientific' agriculture possible on the small pieces of land owned by the farmers, has made agricultural labour more aware of their rights and opportunities existing in the outer environment including the development schemes unknown to them. Experience also shows that imparting basic literacy is not enough. This has to be followed up by continuing education programme, a lack of which can cause the adult learners to relapse into illiteracy. Retention of learning, therefore, is a key goal of educational planners around the world. But even then it is found that there is a dearth of reading materials for neo-literates in rural communities. Such materials even if they exist, are not always relevant or related to the condition and problems of the different communities and are not attractive enough to generate an interest in the neo literates to get into the reading habit for these materials. The need therefore exists for producing such material that is both effective and attractive and goes to enhance their functional literacy and knowledge.

DEVELOPMENT OF LITERACY FOLLOW-UP MATERIALS

For need based material to be prepared certain principles and steps need to be followed in development of literacy follow-up materials. The principles are as follows:

GUIDING PRINCIPLES

Preparation of the follow-up materials should be based on the following principles:

(1) The focus of the material should be on the needs and problems of the clientele.

(2) The materials should take into consideration the age, maturity, interest and ability of the learners.

(3) The materials should highlight the local situations and local resources.

(4) The materials should provoke the participation of learners in the learning process and generate in them desire for improving the quality of life.

(5) Sufficient flexibility should be kept in the materials to allow modifications if changes occur in the needs, situations and trends of the local community.

(6) Learners should be involved in preparation of curriculum specially in identifying the needs and in selecting the type of the materials.

Preparation of follow-up materials shall involve the following steps:

1. Need Assessment through field survey

(i) Need for the particular material

(ii) Identification of aims and objectives for the materials

(i) Need for the particular material -Assessing the need: This shall firstly require a study of the

(a) National Policies: Pertaining to agriculture/vocational training. Along with this it is also necessary to have an undersdanding of the related local programmes, culture and situations which have some implications on the life of our clientele.

'If we take the issue of 'Vocational Training', some of theareas of need to be assessed can be :

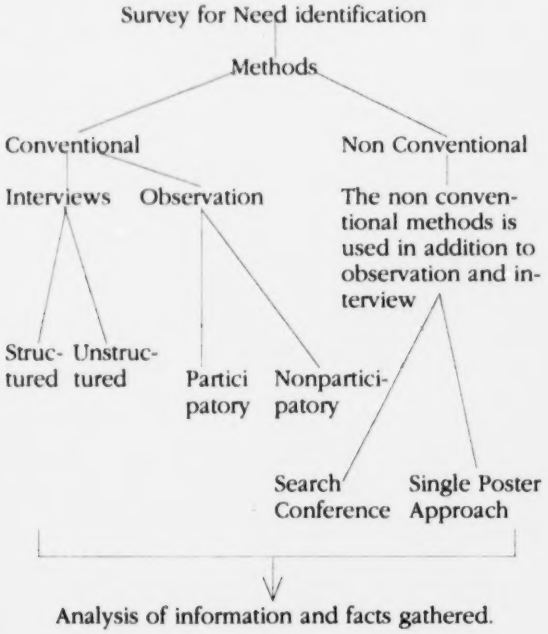
- Common Vocation practiced by the community.
- Natural resource available in the area (which can also be raw material needed for practicing the vo cation.)
- On-going developmental programmes and services under which the vocation is covered.
- Attitude of the community towards the need of training for the vocation being practised by them.
- Scope for marketing the products for gainful returns.

(b) Target Learner's need: Supposing our target learner is women group their needs for vocational training can be :

- Are these women involved in the economic activi ties. (independently or supplementary)
- If involved whether directly or indirectly and are recognised for the same or not.
- What types of work the women are mostly engaged in and
- Does the community culture and traditions allow her to get training for her vocation.
- Spare time activities in agrarian set-up.

(c) Methods

These needs can be identified by adopting different methods as indicated below:



As indicated in the above diagram there are two types of methods used for gathering information for identifying the learning needs of the clientele i.e. conventional method and non-conventional method.

The conventional method includes observation and interviews techniques. The Observation can be participatory or non-participatory. For participatory observation the surveyor should go and stay in the community participate in their activities and then observe their needs. While in the non-participatory observation the surveyor can move in the community and make observations without participating in their activities.

The Interviews can be of two types i.e. structured and unstructured. Under structured interviews the questions are close ended i.e., they normally have alternatives/answers which are to be selected. While in the unstructured interviews the questions are open ended i.e. the reply of the questions is to be probed.

The Non-Conventional method. This method is used in addition to the observation and Interview techniques. The non-conventional techniques are :

Search Conference - It is like a group discussion which is carried out with the leaders, elites and common man of the community. Here the discussion is carried out for probing into the needs of the learners.

In Single Poster technique the local situation is illustrated in the form of a poster. Then the local persons are asked to reflect on the problems which are depicted in the poster. Then their views are taken whether these are their real local problem or not.

(d) Prioritisation of needs and problems

This is a very important step in the preparation of follow-up materials. The facts and information gathered needs to be analysed for settling the identified needs on the priority line. This can be done by the New Participatory Method (NP Method) where all the surveyors are divided into small groups (or it can be done individually) and are given 5 to 10 slips of paper. They are supposed to write the needs of learners on these slips as identified by them during the field survey. One need should be stated on one slip. Now these slips are displayed on a large sheet and categorised according to their content. The 'need' getting highest priority should be then selected for developing the follow-up materials.

The prioritization of needs can be done in a more effective and realistic manner in consultation with clientele. Each surveyor should be allowed a group of 10 to 12 learners (of the local community). The surveyor should brief the community about the findings of his/her survey and then cross-check whether the 'need' he/she has identified is also the 'need' felt by the learner. Then the needs realized should be prioritized in consultation with the clients. The need receiving highest priority should be selected as the area for developing the materials.

(ii) Identification of aims and objectives for the material :

As the needs, aims and objectives are corelated the information and facts gathered during the need assessment has to be analysed for deciding upon the aims and objectives. If we take the example of agriculture and vocational training areas our aims and objectives can be:

Aim: To improve upon the socio economic status of the clientele and help them enjoy a better quality of life-

The aims are mostly stated in general terms.

Objective: After reading this material the clients will be able to (For Vocational Training)

(i) Practice their vocation more skillfully.
(ii) Produce better quality product etc.
(iii) Earn more to improve up on their present status.

(For Agriculture) The Clients will be able to

(i) adopt improved methods and techniques of agriculture.
(ii) use better quality of seeds.
(iii) use fertilizers and insecticides.
(iv) use improved techniques of irrigation.

Objectives are written in a more specific way and in behavioural terms. They should be definite, measurable, observable result oriented and time bound.

2. Content Area and Format

In this stage we deal directly with the
(i) Selecting of the content areas
(ii) Deciding upon the format of presentation.

(i) Selecting the content areas :

For follow up materials, we have to keep in mind the aims of the follow-up phase, i.e. to strengthen, sustain and promote, the skills of the learners. This makes it essential to incorporate the functional content as well as literacy components (skills) in the two.

The functional contents should also respond to the learner's needs. The literacy components could include what they had already learnt in the basic-literacy phase and also what more they need to learn for becoming independent learners. But nevertheless, both the literacy and functional components should be well integrated. The material should be so graded that the load of learning gradually increases.

The content areas should now be further systematized by structuring, it, sequencing it and deciding thetime required for delivering the same.

The content can be structured by dividing the content into the following. 'Core-content', which all learners should know; 'local content', which address the learner's need and local need. This local content can be further divided into fixed part (common needs which take long time to change.) and open part (which responds to the immediate needs.).

The Sequencing: is need most for literacy contents. As the learning of the literacy skill is based on what has already been learnt, hence the sequencing is necessary, while for functional contents the sequencing is not a compulsory element untill one is dependent on other, the learner can choose what he/she desires to learn for PL and follow-up material the sequencing of literacy contents is also not all that necessary as PL phase is mainly a reinforcement of basic literacy skills.

The Time - required for learning one unit of follow-up material shall be decided by the weight of the contents. Which can be spread out a week/month or more (skill it can be kept flexible-depending on the absorption time required by the learners as well as the availability of their spare Lime)

(ii) Deciding upon the format of presentation:

The form of presentation of the contents is very important in preparation of materials for neo-literates. The format of presentation has to be based on the type of message/content being delivered and the local culture. The contents beingbeing delivered at the level of knowledge might not require much efforts while selecting the format. On the other hand the contents related to skill development and attitudinal changes will essentially require a careful selection of the format for presentation. There should be a balance between the local culture and the format of presentation. The formats can be:

1. Printed Book

   Book, Booklet, Comics,etc.

2. Printed Non book

   Poster, Leaflets and Wall News papers, News Peri odicals and Journals, Flip Charts, Cards, etc.

3. Audio Visual Media (Electronic)

   Film, Videos, Slides, Tapes, Radio Programmes, T.V. Programmes, etc.

4. Audio Visual Media (Folk)

   Puppet show, Drama, Shadow play, Songs, Folk dances, etc.

5. Games and others

   Card games, Crossword puzzles, Snakes and Ladders, Simulation game, etc.

The style of presentation can be selected depending upon the types of the message or content. The style adopted can be any of the following:

- Story form
- Narration form
- Dialogue form
- Script form
- Essay/Article/Report
- Satire form

This should be followed by the following steps:

(a) Preparation of the first draft of the materials
(b) Preparation of illustrations
(c) Review the draft material
(d) Field testing of the material

This shall require the preparation of a design for field-testing. This shall include:

- Fixing up the place and date and time of field testing.
- Briefing of the volunteers for conducting the field testing.
- Prepare the evaluation sheet.
- Evaluate the material in terms of clarity, simplicity, language, illustration, relevance of theme, style and format of presentation.

(e) Analysis of the findings of field testing

(f) Revision of the material.

3. Utilization and Distribution

The steps indicated above and all the time, money and energy shall go waste if the materials produced are not properly utilized and distributed. Now for proper utilization of the material a plan should be prepared which should include a distribution list, distribution cost, channels for storage and distribution, accountability and ownership and the sources where the materials will be available and distributed from.

Monitoring and Evaluation

The material distribution and utilization needs to be monitored and evaluated. This shall give us feedback on how to improve upon the utilization and distribution. For effective monitoring the responsibility should be entrusted with the local committees.

4. Conclusion

The follow-up materials are indeed very essential and should be designed most carefully. The intention should be to bring the semi-literates to the stage of independent learners. This makes it essential that the materials should be designed with immense care and justified balance which will help them to sustain, strengthen and apply their acquired literacy skills. This will ultimately lead the learners to be independent for further learning.

(ANNEX)

DESIGNING THE CURRICULAR UNIT

At this stage we design the teaching learning materials which means designing

(i) urricular unit and Teacher's Guide
(ii) Learner's Workbook.

The curricula-unit and the Teacher's Guide should be prepared on the following elements

(i) Title (area of functional literacy covered)

(ii) Rational (scope and impact of the unit)

(iii) Aims (scope and impact of the unit)

(iv) Objectives (learning outcome designed)

(v) The programme.

- Teaching Topic
- Activities
- Teaching Notes
- Identification of introduction, development and summary stage.
- Timing (suggested over all time)
- Grouping-teaching individually, in small groups or large groups.

(vi) Teacher's Guide

- Topic
- Objectives
- Activity No.
- Stage
- Time
- Teaching Notes
- Grouping
- Resources.

Elements of a Learner's Workbook

- Unit
- Topic
- Objectives
- Activities
- Exercises.

EDUCATION FOR HUMAN DEVELOPMENT

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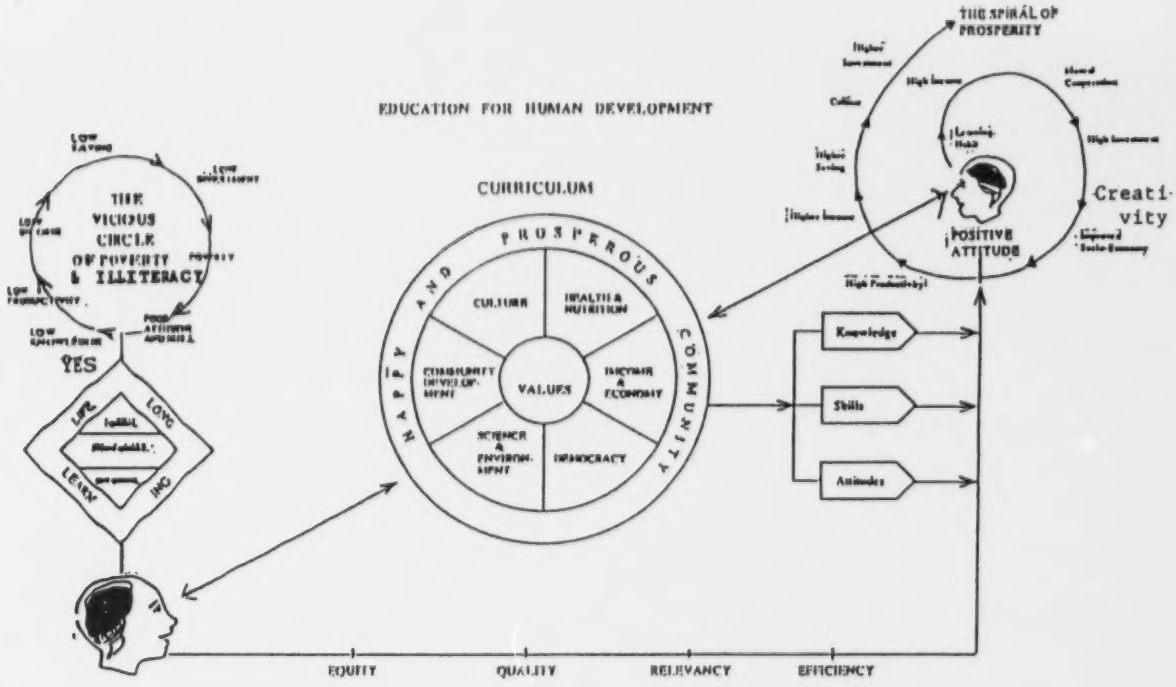
People around the world aspire to live a happy, peaceful, and prosperous life. People would like a satisfying life in terms of material well-being; they would enjoy a socially harmonious life where people in the community co-operate and recognize one another's worth; and lastly, people want to live a happy life where they have peace of mind and cultural fulfillment.

Therefore, human endeavours including education should have the human development at the centre of their goals. Human development which is balanced, not one which pursues one area of life while neglecting the other. For example, people will not be happy if a community has a thriving economy but is suffering from environmental deterioration and likewise even when people have the plushest environmental conditions but suffer economically, they will not be happy. Education has had a role in the process of developing the individual as a member of society where the person helps the community develop in a balanced and harmonious way.

As the countries in Asia and the Pacific are trying to move faster towards development, they want to make their formal and non formal education programmes as a means of promoting quality of life of the common people.

Therefore, APPEAL has been working very closely with the Member States to improve their policy, planning, management, system of non-formal education so that education can help develop human resources in a broader sense as defined by the Human Development Report 1991 published by UNDP, i.e. "Human development is defined as the processes of enlarging the range of people's choices increasing their opportunities for education, health care, income, and employment, and covering the full range of human choices from a sound physical environment to economic and political freedoms."

Appropriately educated people develop positive attitudes and skills can improve the quality of their work and can increase their incomes. People can save and invest and a general upgrading of the socio-economic structure of society occurs based on the emergence of secure, happy and prosperous individuals and families. With such improved human resources and in particular because of both a stronger domestic economic and an improved quality of the human mind, the third world would be better able to manage its scarce national resources and so ensure effective, appropriate and sustainable development. The role of life-long education in the development of people is illustrated by the figure given below:



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1. Promotion of Continuing Education System

The countries in East, South East and the Pacific sub-regions are trying to extend their compulsory school education to ~ or 9 years of schooling. In parallel, they are trying to provide post literacy and continuing education to all youth and adults who are out-of-school through non-formal methods. In fact, all the countries in the Region are trying to promote and improve their post-literacy and continuing education programme. Therefore, based on the successful experience of ATLP, UNESCO Principal Regional Office for Asia and the Pacific (PROAP) is developing a series of manuals on Continuing Education with the help of literacy and continuing education experts from different countries in the region.

The First Meeting for Regional Co-ordination of APPEAL held in 1988 recommended that APPEAL promote the following six types of continuing education programmes in the Region. They are:

Types

1. Post-Literacy Programme (PLP)
2. Equivalency Programmes (EP)
3. Quality of Life Improvement Programmes (QLIP)
4. Income-Generating Programmes (IGP)
5. Individual Interest Programmes (IIP)
6. Future Oriented Programmes (FOP)

Objectives

1. To inculcate habit of continuous learning and reading habits.
2. To upgrade general/vocational education levels.
3. To generate awareness on quality of life and to empower to engage in action to improve the Quality of Life.
4. To equip with technical, vocational and entrepreneurial competencies.
5. To enable to pursue and improve individual interest activities.
6. To encourage to foresee and prepare for future.

UNESCO has organized a series of Technical Working Group Meeting of Experts to develop a series of APPEAL Training Materials for Continuing Education Personnel (ATLP-CE). So far it has developed the following manuals.

ATLP-CE Volume I:
New Policies and Directions for Continuing Education Programme
ATLP-CE Volume II:
Post-Literacy Programme
ATLP-CE Volume III:
Equivalency Programme
ATLP-CE Volume IV:
Quality of Life Improvement Programme
ATLP-CE Volume V:
Income-Generating Programme

Two more manuals will be developed very soon: ATLP-CE Volume VI: Individual Interest Promotion Programme, ATLP-CE Volume VII: Future Oriented Programme.

Both ATLP and ATLP-CE define levels of literacy and post literacy achievement not in terms of grade equivalents but in terms of competencies. In ATLP these competencies are in both technical aspects of reading writing and numeracy as well as in terms of functionality in areas of socially relevant knowledge.

2. Continuing Education for Improvement of Quality of Life

Quality of life development is almost synonymous with development per se as measured by a combination of the factors assessed by GNP and IIDI but is moderated to an extent by issues such the relationship between development and perceived happiness and by environmental concerns such as limitations imposed by the idea of sustainable development. Sustainable development stresses that present generations should ensure that the quality of the natural environment and availability of natural resources are not degraded for future generations.

Human development, however, is more directly concerned with upgrading human qualities, mainly through education and training, to enable individuals to develop to their maximum potential. International agencies such as UNDP and the World Bank now use a measure termed the Human Development Index (IIDI) which has three components (i) longevity (ii) knowledge and (iii) living standards. The educational (knowledge) component recognizes the importance of high levels of skill and is measured by a combination of adult literacy and mean years of schooling. Living standards are measured by levels of income relative to the poverty cut-off point.

Indicators for Quality of Life Development

The various elements or aspects of quality of life can be expressed in the form of indicators. These indicators, as the term suggests, represent a set of variables which can be measured to assess progress.

The Economic and Social Commission for Asia and the Pacific (ESCAP) has suggested that Quality of Life Indicators have been traditionally classified into three groups as follows:

i) Economic Indicators
- GNP and GDP

ii) Objective Social Indicators
- Hard data on elements such as:
  health/nutrition
  education, learning
  housing and physical environment
  working life
  social security
  personal safety and justice
  leisure and use of time
  social participation
  human freedom

iii) Subjective Social Indicators

- Soft data on individuals' reactions and perceptions of quality of life.
- Perceived level of happiness and life satisfaction in regard to
  work
  income
  health
  leisure time
  family life
  housing
  environment
  government
  and others

There is an interesting lack of correlation between the three categories of indicators. While income levels can go up people surveyed can claim that they are less happy and so on.

Role of Life-Long Education for Quality of Life Improvement

Life-Long Education is a broad concept which includes all learning opportunities all people want or need.

This definition implies the following:

i) Life-Long Education is for children, youth and adults;
ii) it is responsive to needs and wants;
iii) it can include experiences and activities provided through the formal, non-formal and informal educational sectors;
iv) it involves the provision of opportunity to engage in learning with the further implication that after the completion of child education, education continues throughout life.

An important aspect of lifelong education is that the society should evolve so that not only schools, colleges and universities provide educational opportunity but that all agencies including factories, commercial enterprises, farms, retail outlets, libraries, government agencies and so on provide education. A society in which all agencies provide opportunities for learning and in which most citizen are life-long learners is, under UNESCO, defined as a learning society. Quality of Life Improvement Programmes (QLIP) which is part of the Life-Long Education System can contribute to the evolution of a learning society.

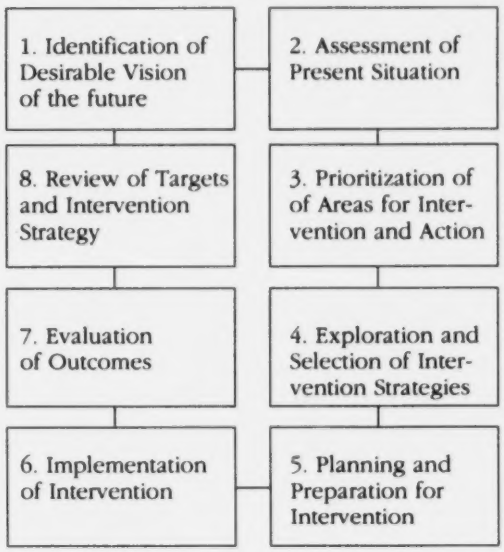
In examining Quality of Life Improvement Programmes in Asia and the Pacific it is evident that while programmes may vary in approach and emphasis, they share several common characteristics. These are outlined below:

a) All programmes are involved with a planned process of transformation from the present state of being to the more desirable state.

b) The directions of such transformations are clearly identified and can be broadly categorized into five dimensions namely:

Biological
Social
Economic
Environmental
Humanistic

c) In bringing about the planned process of change, the following steps are generally undertaken.


1. Identification of Desirable Vision of the future
2. Assessment of Present Situation
8. Review of Targets and Intervention Strategy
3. Prioritization of of Areas for Intervention and Action
7. Evaluation of Outcomes
4. Exploration and Selection of Intervention Strategies
6. Implementation of Intervention
5. Planning and Preparation for Intervention

Steps in implementing Planned Development

The nature of intervention can take many forms: through changes in human capabilities (i.e. awareness, attitudes, values, knowledge and skills) environmental factors (i.e. physical environment, provision of services, legal measures), institutional factors (i.e. social and political mechanisms) or a combination of different factors. Training and education can be involved at all steps.

d) An integrated approach to quality of life improvement will try to tackle factors in tandem. Sectorial development programmes will focus on providing services in their area of speciality (e.g. health, agriculture) while education activities will emphasize the development of humans' potentials and capabilities.

e) Within the above conceptual framework, quality of life improvement continuing education programmes (QLIP's) serve two roles, namely,

i) They further enrich and upgrade the level of self-sufficiency and the learning capabilities of neo-literates, a mission which is common to all CE programmes, and

ii) They assist neo-literates improve their quality of

life through intervention at different stages of the transformation process.

In the context of this change model, QLIPs can be designed with the following general objectives in mind:

i) Assist the community formulate a desirable vision of the future through the understanding of the goals set by national policy and development agencies as well as the ones based on community needs and concerns. Facilitate the resolution of the differences, if any, among conflicting visions of the future.

ii) Enable the community to asses their own situation, and prioritize areas where intervention and future action are needed.

iii) Strengthen capabilities to formulate plans for intervention.

iv) Provide the necessary technical and financial assistance to bring about changes in the intervention inputs and processes.

v) Enable the community to monitor and evaluate outcomes, to understand how they have been brought about, to identify problems, strengths and weakness and to review future targets and intervention strategies.

vi) Broaden the community's awareness of the outside world and alternative visions of the future.

Not all QLIP's need to aim to achieve all of these objectives in one single programme but can seek to tackle the areas which are in the greatest need. They may also share responsibility with other development sectors. The design of curricula and delivery systems, therefore, needs to be flexible and take into account the diverse nature of QLIP's and their target groups.

A Change Model as the Basis for QLIPs

The proposed model for change providing the context for QLIPs is based on a number of assumptions. They are as follows:

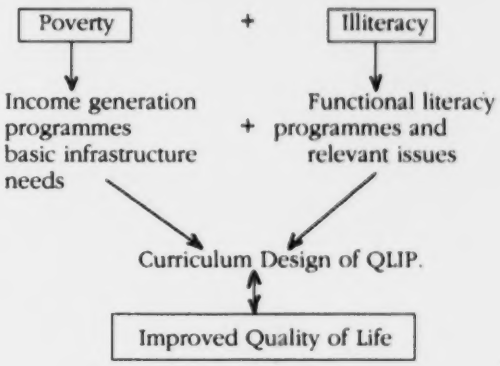
a) It is assumed that humankind is rational and being rational and intelligent will endeavor to improve in all aspects of life when put in a conducive environment.

b) It is also assumed that poverty is closely linked with illiteracy. This implies that an illiterate is normally economically poor. This assumption is built on his or her inaccessibility to knowledge which is considered as a factor of production.

c) It is also assumed that education and development serve the same goal, i.e. to improve quality of life.

d) It is further assumed that education involves formal, non-formal and informal systems within the context of life-long education.

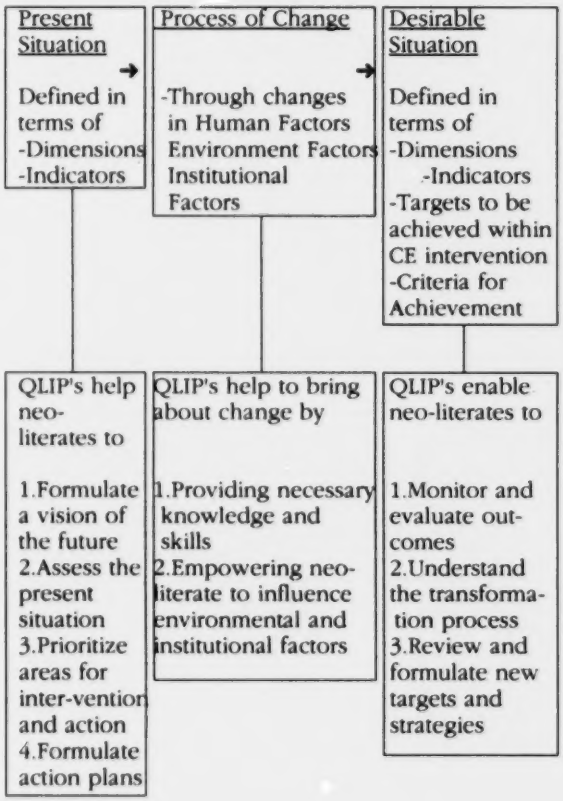
The various assumptions above can be illustrated in the following figures:



Factors leading to the development of QLIPs

Humankind being intelligent and rational, plans for change. Most of the energy is used to improve quality of life. Change processes can be self-directed, planned or a mixture of both. In QLIP (CE) the change process is a combined effort of the planner and the beneficiaries. The proposed model of change is illustrated below.

A proposed model of change providing the context for Quality of Life Improvement Continuing Education Programme.


Present Situation
Defined in terms of
-Dimensions
-Indicators
Process of Change
-Through changes in Human Factors Environment Factors Institutional Factors
Desirable Situation
Defined in terms of
-Dimensions
-Indicators
-Targets to be achieved within CE intervention
-Criteria for Achievement
QLIP's help neo-literates to
1.Formulate a vision of the future
2.Assess the present situation
3.Prioritize areas for inter-vention and action
4.Formulate action plans
QLIP's help to bring about change by
1.Providing necessary knowledge and skills
2.Empowering neo-literate to influence environmental and institutional factors
QLIP's enable neo-literates to
1.Monitor and evaluate out-comes
2.Understand the transforma-tion process
3.Review and formulate new targets and strategies

Curriculum Framework for QLIPs

After understanding the concept, indicators and general role of literacy and continuing education in the improvement of quality of life, it is necessary to design an education programme aimed at quality of life improvement. The first step towards designing the education programme would be to develop a curriculum framework.

The framework should include two types of educational activities, general and specific. The general activities should include education and training about managing and implementing development projects. Areas to be covered could include the following:

- leadership
- Project Planning
- Project Implementation
- Monitoring
- Evaluation

Specific activities should relate to the specific elements to be covered by a particular programme and to the specific indicators and targets to be addressed. The emphasis should be on how to translate national or provincial level indicators to local level indicators and targets. The following diagram illustrates how a national set of indicators could be translated into an action curriculum at the local level. The present and targeted standards could in practice be shown in several ways (ratings, percentage of population, percentage yield, numbers of people or services provided and so on). In the exemplar the standards are shown as percentages only. The figures are of course arbitrary but in practice would be derived from a careful analysis of the present situation and by the setting of realistic targets.

I. NATIONAL INDICATORS AND TARGETS (perhaps a five year plan)							
Element and Indicator	Present level (%)	Development Stage					Target level (%)
		1	2	3	4	5	
Biological							
- Food availability	60	60	65	70	75	80	80
- Air cleanliness	40	40	45	50	55	60	60
- Clean water	50	50	55	60	65	70	70
- Freedom from illness - Quality of housing - Level of sanitation, etc.							

Similar indicators and targets can be developed for other aspects of quality of life such as social, economic, humanistic, environmental, etc.

3. Continuing Education for Income Generation

(a) The Focus

Nations and their Governments have responsibility to take care of all citizens. There are disadvantaged persons in the community who, if provided with support, could become self-supporting. In other words they could begin to generate sufficient income to provide for themselves and, their families. It is for these people that Income-Generating Programmes are especially required.

(b) The Meaning of Income Generation

Income generation takes many forms. Originally it was a term used only by economists to explain the intricacies of a nation's economy. However, it is now quite widely used to cover a range of productive activities by people in the community. Income generation simply means gaining or increasing income. There are three ways income can be generated. Firstly, income generation does not always mean the immediate getting of money, although in the end we use money to place a measurable value on the goods and services people produce. An example of income generation which does not lead to getting money would be a situation where a productive person produces enough food to feed himself or herself and the family. Skills have been used to meet immediate needs and thus savings have been achieved. A money value can be placed on the food produced and so the food can be seen as income.

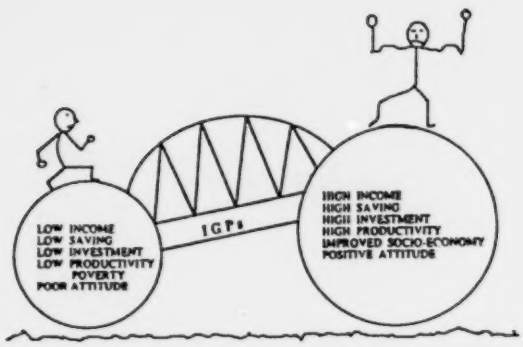
A second way a person can generate income is by astute investment of existing resources. An example would be development of a piece of land through planting a crop for sale. The money gained is income. An indirect form of investment is to bank savings or to purchase part ownership (shares) in a productive enterprise such as a business. Money generated from such investments is income. A third way to generate income is for people to use their skills by serving another person who pays for the use of those skills. That is they earn wages.

In summary, income can be generated by self-employment, by working for others or by adding to personal resources through investment.

(c) The Priority Target for Income Generating Programmes

Every country must give priority to members of our community who have difficulty in generating income, in particular on those with not enough income to become self-sufficient and so enjoy a reasonable quality of life. Self-sufficiency and quality of life are, of course, relative terms. The so called poverty line is described in many ways but at its most basic it identifies those persons who have such low income that they cannot exist without regularly calling upon the rest of the community for assistance to acquire the most basic things in life - food, clothing, shelter, education and good health. (Figure 1.2). In some instances whole communities are below the poverty

line and assistance is not immediately available.



Income Generating Programmes are like a bridge between two islands.

In this Region there are many people whose income generating powers are very limited, indeed, in many cases so limited that they are unable to fully provide for themselves. Human resources are the single most important factor in the economic development of a country. People at/or below the poverty line have a negative effect on the total disposable wealth of a country. Income Generating Programmes (IGPs) seek to redress this imbalance by equipping these people with knowledge, skills, attitudes and values such that they become positive contributors to their nation's economy. In addition, as shall be developed in more detail later, these programmes assist these people to develop self-esteem and be self-reliant. In brief IGPs are designed to contribute to both the social and economic welfare of a community and a nation.

It must be appreciated however that income generating programmes can cover a wider range of people than our primary target group - the poor. Indeed vocational continuing education as a major means of preparation for people to develop income-generation capabilities, covers a very wide spectrum of occupations, industries and groups in the community. At the very highest level senior executives and professionals undertake training to upgrade their skills and improve their earning capacity. Still others study programmes to equip themselves for highly paid positions. However, it is a far better priority for governments to lift the income generating capacity of those persons who are not adequately contributing to the economy than to ignore them and continue to invest only at higher levels.

Purpose of Income-Generating Programmes

The main purpose of an IGP therefore is the promotion of a better quality of life for all citizens. In order to achieve this there is a need to develop vocational skills, knowledge, attitudes, and values, and to ensure that these are used to generate income.

Another important purpose is to upgrade work ethics so that people become useful and productive members of society. Only then can they meaningfully contribute to nation building.

The central focus of IGPs is to alleviate poverty and to contribute to the development of human resources. This is achieved in the following ways:

a) By empowering people to identify their economic needs and explore ways and means of fulfilling those needs;

b) By developing self-confidence and ability to undertake income generating activities through appropriate and adequate training and motivation;

c) By providing opportunities for continuous upgrading of vocational knowledge and skills for gainful employment;

d) By developing a team spirit for working together for sustainable social and economic growth.

In short, development of an income generation programme consists of the following steps;

STEP 1: Derive policy support from the on-going socio-economic and educational programmes and projects.

STEP 2: Study the dynamically changing market and employment trends in the given locality.

STEP 3: Analyze the socio-economic and educational background of the people in that locality.

STEP 4: Select an IGP activity or project which meets manpower demands and the needs of the people in the best possible manner.

STEP 5: Develop the curriculum methodically defining the objectives and content in action terms.

STEP 6: Develop appropriate learning strategies and ensure availability of physical, material and human resources.

STEP 7: Establish linkages with local community organizations to share facilities and resources.

STEP 8: Monitor and evaluate activities at every stage of implementation.

STEP 9: Assess quality and relevance on the basis of applicability of skills to local situations for income generation.

STEP 10: Provide follow-up services and support towards inducting the participants into gainful wage or self-employment.

General Component of IGPs

In the context of the above description training content of IGPs ranges from providing basic literacy

to establishing the participants in gainful employment. The major components of training need to be selected from among the following to meet the specific needs of the diverse target groups:

a) Functional literacy

This comprises basic literacy, numeracy and social awareness with emphasis on health, nutrition, hygiene, sanitation, safety, first aid, ecosystems, community, technology and basic science in the context of the life of rural population, their problems and opportunities.

b) Upgrading of literacy

The emphasis is usually on village organization, management, leadership, cooperatives, rural banking, technological change, world of work and employment opportunities.

c) Occupational-theory

This covers input requirements, processes, products and related science and mathematics.

d) Basic occupational skills

These focus on increasing capacity and skill to carry out income generating activities effectively.

e) Higher order occupational skills

These enable participants to undertake income generating programmes with increased productivity and quality control using modern tools and processes at proficiency level.

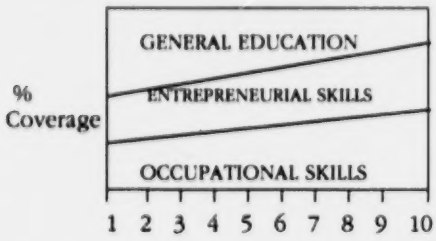
f) Entrepreneurial skills

These comprise book keeping, accounting, marketing, problem solving and communication skills.

g) Follow-up technical and support services

These may include rural enterprise projects, credit facilities, and co-operatives for sharing costly inputs.

The degree of requirement of the above components depends on the educational background, and scope and nature of employment needs. This is illustrated in the following diagram.


GENERAL EDUCATION
ENTREPRENEURIAL SKILLS
OCCUPATIONAL SKILLS
% Coverage
1 2 3 4 5 6 7 8 9 10
Level of previous education (School grades)

The changing content of IGPs

The assumption made here is that people with low level of educational background engage in occupations at a basic level. The training content for them includes basic level occupational skills upgrading of general education and lower order of entrepreneurial development. Another assumption made is that the people with increasing level of previous education wish to pursue income generating activities which require higher order occupational abilities and competencies. As such, they require increasing development of occupational and entrepreneurial skills. Their need for general education will be in decreasing order in view of their higher level of previous education.

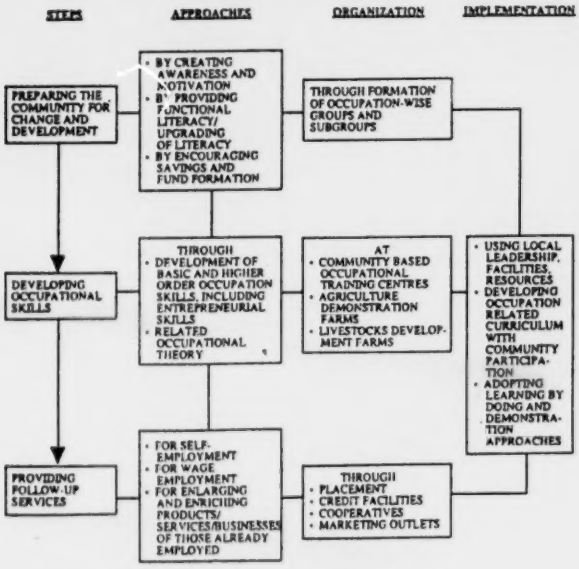
Target Specific Component of IGPs

On the above basis, IGPs for various categories of rural people comprise the following components. For coding (a) to (g) refer to the list in section (3).

-Illiterate groups -	require functional literacy (a) and basic occupational skills (d) and follow-up support services (f).
-School and drop-outs-	need upgrading of literacy (b), occupational theory (c) b a s i c occupational skills (d) and follow-up support services (g).
-School leavers -	require occupational theory (c), basic occupational skills (d), higher o c c u p a t i o n a l s k i l l s (e) entrepreneurial skills (f), follow-up support services (f).
-Traditional craftsmen-	require upgrading of literacy (b), higher order occupational skills (e), entrepreneurial skills (f) and follow-up support services (g).
- Small businessmen -	require upgrading of literacy (b) and entrepreneurial skills (f).

Model for Development Of IGPs

A possible Model for development of IGPs in rural settings in schematically represented as under:

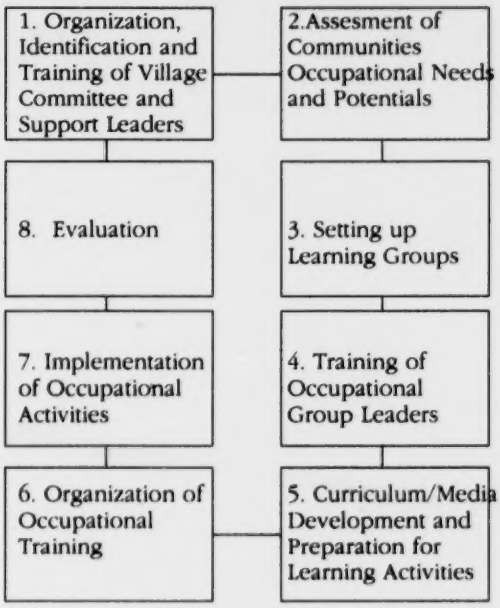

STEPS
APPROACHES
ORGANIZATION
IMPLEMENTATION
PREPARING THE COMMUNITY FOR CHANGE AND DEVELOPMENT
• BY CREATING AWARENESS AND MOTIVATION
• BY PROVIDING FUNCTIONAL LITERACY/ UPGRADING OF LITERACY
• BY ENCOURAGING SAVINGS AND FUND FORMATION
THROUGH FORMATION OF OCCUPATION-WISE GROUPS AND SUBGROUPS
DEVELOPING OCCUPATIONAL SKILLS
THROUGH
• DEVELOPMENT OF BASIC AND HIGHER ORDER OCCUPATION SKILLS, INCLUDING ENTREPRENEURIAL SKILLS
• RELATED OCCUPATIONAL THEORY
AT
• COMMUNITY BASED OCCUPATIONAL TRAINING CENTRES
• AGRICULTURE DEMONSTRATION FARMS
• LIVESTOCKS DEVELOPMENT FARMS
• USING LOCAL LEADERSHIP, FACILITIES, RESOURCES
• DEVELOPING OCCUPATION RELATED CURRICULUM WITH COMMUNITY PARTICIPATION
• ADOPTING LEARNING BY DOING AND DEMONSTRATION APPROACHES
PROVIDING FOLLOW-UP SERVICES
• FOR SELF-EMPLOYMENT
• FOR WAGE EMPLOYMENT
• FOR ENLARGING AND ENRICHING PRODUCTS/ SERVICES/BUSINESSES OF THOSE ALREADY EMPLOYED
THROUGH
• PLACEMENT
• CREDIT FACILITIES
• COOPERATIVES
• MARKETING OUTLETS

A model for the development of IGPs in rural settings

Earlier experiences indicate that rural people have not shown adequate interest to participate in literacy development programmes which focus on literacy alone. This is because that literacy alone has not improved their income raising capacity. To obviate this difficulty, occupational skill development programmes have been conducted on the assumption that the skills acquired would enable participants to engage in gainful employment. This has also not helped the participants as most found it difficult to get themselves absorbed in income generating activities without the follow-up support services for placement either in wage or self-employment. If IGPs are to be successful in respect of rural people, functional literacy, skill development and follow-up services particularly credit facilities are to be arranged as integral parts of IGPs. Seed money, revolving funds, learning funds and cooperative banks (with rural people as share holders) are some of the ways for extension of credit facilities. This integrated approach has two benefits. Firstly, it encourages rural people to participate in literacy development programmes on a wider scale, secondly, it ensures their absorption in appropriate income generating activities.

A programme to generate rural employment can follow the steps shown in the diagram given below;

c) Model III: Non-formal Vocational Education for Rural Employment Promotion


1. Organization, Identification and Training of Village Committee and Support Leaders
2.Assesment of Communities Occupational Needs and Potentials
8. Evaluation
3. Setting up Learning Groups
7. Implementation of Occupational Activities
4. Training of Occupational Group Leaders
6. Organization of Occupational Training
5. Curriculum/Media Development and Preparation for Learning Activities

4. Community Learning Centres

In order to promote continuing education, it is very important to establish learning centres in every community not only as libraries but as multi-purpose centres with various activities such as library, discussion forum, sports centres, vocational training, mother's club, etc. Therefore, APPEAL has viewed the local learning centres as building blocks for a life-long learning system. If learning centres can be developed properly in villages, townships, and in big cities, they will provide a structure and mechanism for promoting life-long learning in a more planned and systematic way. Learning centres should be promoted mainly through the initiatives of communities and NGOs. But Governments must also provide full support. First of all Governments must formulate a national policy to promote community learning centres and to allocate funds. Governments must make rules and regulations on setting up learning centres under various situations. For example, a learning centre in urban and rural areas will be different. Similarly, learning centres attached to established institutions will be different from voluntarily established ones.

5. Development of Learning Materials

There is a popular saying in Asia that if you want a person to be literate, the first thing to do is to provide him/her with a book. Therefore, the importance of reading materials for literacy and continuing education cannot be overemphasized. No literacy and continuing education programme will succeed unless relevant, interesting, and useful learning materials are provided for out-of-school youths and adults.

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Unfortunately, development and publishing of learning materials of illiterates, semi-literate, and newly-literates, have received very low priority from the government as well as from the private publishers. Thus, for a long period of time, children's books were used for literacy programmes. Only after some time separate texts were prepared. But these texts were prepared in the same manner as children's books.

Analytical, synthetic, and eclectic methods of literacy teaching were sometimes discussed, however, due to the lack of systematic research and development efforts in the application of those methods, they were not applied in actual situations. But key word method and global method have gained popularity as of late. Some countries like Thailand, Indonesia, Nepal, etc., have written their literacy books based on generative key words. The Philippines has written books following the phonetic method called Magvasakita.

Recognizing the importance of learning materials, UNESCO/PROAP and Asia/Pacific Cultural Centre for UNESCO (ACCU) launched a joint project entitled, "Asian/Pacific Joint Production (AJP) Programme." Under this programme, a series of learning materials were developed through a participatory method, i.e. the writers, illustrators, and literacy instructors were brought together to draft learning materials based on a survey of learners' needs and interests. By 1992, forty-four prototypes of neo-literate materials had been printed and disseminated under this scheme. These prototype materials have been translated and adapted by 13 countries in the region. Every year under the AJP programme, Regional and National level training courses are held to train writers, illustrators, designers and administrators of the learning materials in the region.

A Guidebook for Development and Production of Materials for Neo-Literates, published in 1985, was widely used by the countries. The second, improved edition of the guidebook was published in 1992, assimilating experiences gained during the training courses between 1985 to 1990.

Generally the learning materials are classified into three categories:

Motivational Materials

These materials are designed primarily to motivate different groups of people to participate in the literacy programme. Motivational materials are important for the actual learners, however, they are even more important for the local leaders, educated elites, politicians, administrators and the public in general because these people help to support the launching and implementation of literacy programmes. Generally two types of materials are used for motivational purposes:

a) Printed materials such as posters, illustrated pamphlets or brochures, comic strips, street banners, etc.

b) Non-Printed materials such as films, film strips, radio play, video play, radio/film/video slogans, street plays, folk media, etc.

Instructional Materials

Instructional materials are prepared following national and local curriculum. This practice of using a curriculum was adopted after the introduction of APPEAL. According to this method, first the curriculum experts, writers, illustrators, literacy supervisors, and instructors conduct a survey of the local situation, i.e., learners' needs, interests, and availability of resources. Next they prepare the curriculum either at the national or local level, according to their government policy. Then they decide on a theme and topics for developing the instructional material. The instructional materials are made up of two parts: (a) the learners' book and (b) the teachers' guide. When writing the instructional materials, three aspects of the teaching-learning process are clearly identified:

Teaching tasks or inputs (I)
Learning tasks or process (P)
Learning outcomes or outputs (O)

The teachers' guide explains the inputs, process, and output of each lesson in the learners' books. Instructional materials are developed with the following four criteria in mind: (a) relevancy (b) learners' needs and learning behaviours (c) learners' interests and (d) community development needs.

Basic learning materials are usually prepared by the government or NGOs who organize the literacy and continuing education programme. But local literacy organizers, supervisors, and instructors are encouraged to develop and adopt as many supplementary learning materials as possible or necessary, in accordance with their environment and needs.

7. Follow-up Materials

These materials are developed for the post-literacy and continuing education programmes to help the neo-literates apply their literacy skills to add to their knowledge and for reading enjoyment. These learning materials are developed to help the learners reinforce literacy skills acquired earlier. The materials should also provide access to new information and technology that helps improve their quality of life and livelihood. Most importantly, the follow-up materials should encourage the learners to study continuously.

ACCU'S REGIONAL COOPERATIVE LITERACY PROGRAMMES IN ASIA AND THE PACIFIC
- Literacy Materials Development and Personnel Training -

1. Outline of ACCU's Literacy Programmes

ACCU's literacy programmes are being conducted, mainly in the following two fields, since 1980 in full co-operation with the participating countries in Asia and the Pacific, and with substantial co-operation of the UNESCO Headquarters and the UNESCO Principal Regional Office for Asia and the Pacific (PROAP).

1. Development of literacy materials
2. Training of experts on development of literacy materials

The participating countries in these programmes are as follows (18 countries):

Afghanistan, Bangladesh, Bhutan, Cambodia, China, India, Indonesia, Iran, Laos, Malaysia, Maldives, Mongolia, Nepal, Pakistan, Papua New Guinea, Philippines, Thailand, and Vietnam

2. Development of Literacy Materials

(1) Asian/Pacific Joint Production of Prototype Materials for Neo-literates (AJP)

AJP prototype materials (English) are produced by cooperative effort of experts of the participating countries in the region, with the contents closely related to improvement of quality of life based on the needs and problems gained through field survey in rural areas. AJP prototypes are completed through several field tests in villages in the region to make them effective ones with easily understandable explanation and attractive expression.

The prototypes are produced in English and distributed to the participating countries.

To date 46 kinds of prototypes have been produced. (Refer to the list on the next page.)

(2) National versions adapted from AJP prototype materials

Selecting from among the AJP prototypes the participating countries produce their national versions giving necessary modifications to illustrations and texts, according to the needs and situations of each country.

More than 180 kinds of such national versions have so far been produced in 22 languages of following 15 countries.

Afghanistan, Bangladesh, Cambodia, China, India, Indonesia, Iran, Laos, Malaysia, Maldives, Nepal, Pakistan, Philippines, Thailand and Vietnam

In order to facilitate mass-production of the national versions of AJP prototypes, ACCU has been providing each participating country with a set of positive films for colour printing and the financial assistance from Noma International Literacy Fund at its request.

Under this dissemination scheme, 55 kinds of national versions were produced in 13 countries in 1990-1992. In 1993, 20 kinds of national versions are to be produced in 10 countries.

(3) Co-production of Literacy Video Programmes

Video programmes have been widely used worldwide and greatly appreciated as one of the most effective educational/instructional media to convey comprehensive messages to the learners. Responding to a great demand for effective and attractive media to be used in the field of literacy, ACCU has been producing, in co-operation with UNESCO and experts in the region, the video programmes as follows:

1. How to Develop Literacy Materials for Women (25 minutes)
2. Mina Smiles - Literacy Promotion Animation (16 minutes)
3. Water in Everyday Life - AJP material (16 minutes)
4. Poultry for Additional Income - AJP material (11 minutes)
5. Street Children and Literacy (27 minutes)

(4) Co-production of Guidebook for Developing Materials

"Guidebook for Development and Production of Materials for Neo-Literates" was published in 1985 and it was extensively utilized in many countries in Asia and the Pacific including
Thailand, Indonesia, India, China, Philippines and many others in their translations.

To follow up the Jomtien Conference, ACCU published "The New Guidebook for Development and Production of Materials" in 1992 to renew the guide-

Literacy Follow-up Materials (Prototypes) so far produced under Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas (AJP materials) (1981-1993)

CATEGORY	FORMAT					Total
	Booklet	Poster	Game	Audio-visual	Others	
1. Health- I Sanitation		- Sanitation - Everyone's Water - Charcoal Water Filter - Let's Wipe out Worms - Let's Make the Home Clean		- Pit Latrines for a Clean Village (*kamishibai* picture story-telling)		6
2. Health-II Nutrition	- Baby's Food - Mari & the Festival - Let's Eat Vegetables -		- Nutrition (card game)		- A Balanced Diet (rotating piegraph) - Mother's Milk is Best for Your Baby (stand)	5
3. Production	- Grow Mushroom - Raising Chickens - Bamboo Handicraft - More Income by Tree Planting	- Home Gardening - Tree Planting	- Let's Plant Trees (step by step game)	- Poultry for Additional Income (slides) - Poultry for Additional Income (video)		9
4. Science	- Use of Gas from Daily Wastes - Fish Needs a Lot of Oxygen	- Do you know Numbers? - Let's Safely Use Electricity - How to Improve the Well System				5
5. Culture			- Around Asia and the Pacific (sugoroku) - Animal Sugoroku - Proverb Card Game			3
6. Social and General	- The Life of Water - Cooperative for Better Life - Useful & Simple Knowledge for Everyday Living - Why Literacy for Women - Mina Smiles	- Let's Read - The River and Us - Public Pollution inside Bus - Let's Think About Our Population - We Can Take Action!	- Building up a Happy Community (sugoroku game) - Let's Repair our VillageRoad (endless strip) - Good Use of Water (jigsaw) - Women Literacy (box puzzle)	- Water in Everyday Life (slides) - Let's Form a Cooperative (cassette drama/ radio programme) - Water in Everyday Life (video) - Save the Village (puppet)		18
Total	**13**	**15**	**9**	**7**	**2**	**46**

book. It is utilized for developing materials and for personnel training in various countries. More than 15 countries are translating it to be published and utilized in respective countries.

3. Training of Experts on Development of Materials for Neo-Literates

ACCU has been carrying out the following two programmes for training of experts on development of literacy materials in the region:

Organization of Regional Workshop on Preparation of Literacy Follow-up Materials

Sending an International Team of Experts of Development of Materials for Neo-Literates to the National Workshop in the Member States

(1) Organization of Regional Workshop on the Preparation of Literacy Follow-up Materials

To date 228 experts have been trained in the Regional Workshops as follows:

Regional Workshops so far held (1983-1993)

No.	*Theme*	*Venue and date*	*No. of participants*
1st	Development of Literacy Follow-up Materials	Japan and Philippines, 18-29 April 1983	24 participants/12 countries
2nd	Preparation and Field Testing of Materials for Neo-Literates	Chiangmai, Thailand, 3-12 Oct. 1994	23 participants/11 countries
3rd	Development and Utilization of Neo-Literate Materials	Tokyo, Japan, 26 Nov. - 3 Dec. 1985	18 participants/11 countries
4th	Practical Method for Preparation of Neo-Literate Materials	Bandung, Indonesia, 20-29 Oct. 1986	16 participants/7 countries
5th	Field Survey, Preparation and Field Testing of Neo-Literate Materials	Pune, India, 9-18 November 1987	18 participants/10 countries
6th	Preparation of Neo-Literate Materials for Rural Development	Kuching, Malaysia, 21-30 Sep. 1988	22 participants/13 countries
7th	Preparation of Literacy Materials for Women in Rural Areas	Kathmandu, Nepal, 17-26 Oct. 1989	23 participants/12 countries
8th	Development of Audio-visual Literacy Materials for Women in Rural Areas	Pattaya, Thailand, 9-20 October 1990	24 participants/12 countries
9th	Development of Literacy Follow-up Materials for Women and Other Disadvantaged Population	Islamabad, Pakistan, 2-13 Nov. 1991	26 participants/16 countries
10th	Preparation of Literacy Follow-up Materials on Agricultural Vocational Training for Adults in Rural Areas	Dalian, China, 6-17 October 1992	29 participants/16 countries
11th	Preparation of Literacy Follow-up Materials on Agricultural Vocational Training for Adults in Rural Areas	Ho Chi Minh City, Vietnam 22 Nov. - 3 Dec. 1993	

(2) Sending an International Team of Experts of Development of Materials for Neo-Literates to the National Workshop in the Member States

Year	Venue (Host Organization)	No. of Participants
1st (1986)	Kathmandu, NEPAL (Ministry of Education and Culture)	36
2nd (1986)	Bandung, INDONESIA (Ministry of Education and Culture)	30
3rd (1987)	Fuzhou, CHINA (State Education Commission, Chinese National Commission for UNESCO, Fujian Provincial Education Commission)	34
4th (1988)	Hanoi, VIETNAM (Complementary Education Department and Research Centre for Adult General Education, Ministry of Education)	25
5th (1989)	Islamabad, PAKISTAN (Primary and Non-formal Education Wing, Ministry of Education)	33
6th (1990)	Penang, MALAYSIA (Community Development Division -KEMAS, Ministry of Rural Development)	28
7th (1991)	Quezon City, PHILIPPINES (Bureau of Non-formal Education, Department of Education, Culture and Sports)	32
8th (1992)	Ulan Bator, ,MONGOLIA (Ministry of Education)	32
TOTAL	8 countries	250

4. Organization of Sub-Regional Workshop on the Development of Basic Literacy Reading Materials in Asia and the Pacific

To develop effective basic literacy reading materials including basic literacy primer, teacher's guide and supplementary materials in the participating countries, ACCU launched the new programme, organization of Sub-Regional Workshop with financial support from the Japanese Literacy Funds-in-Trust for the Promotion of Literacy through UNESCO/PROAP.

The First Sub-Regional Workshop was held in Calcutta, India in July 1992 attended by 21 participants and three resource persons from seven countries where each country team developed draft basic literacy primer based on the curriculum in their vernacular languages.

In 1993 the Second Sub-Regional Workshop is to be held in Chiang Rai, Thailand from 22 Feb. to 5 Mar. 1994.

5. Other Programmes

(1) Co-production of the picture book "Guess What I'm Doing!" with UNESCO on the occasion of the International Literacy Year (ILY)

So far 30 kinds of the national versions of the ILY picture book has been published and 33 kinds of the national versions are now under process of production.

(2) Production of "Selection from Literacy Materials in Asia and the Pacific"

(3) Awarding of ACCU Prizes for Fully Illustrated Literacy Follow-up Materials

First - 1987/88, Second - 1989/90, Third - 1991/92

(5) Holding 15th Photo Contest in Asia and the Pacific (1990) titled "Education for ALL"

The traveling photo exhibition started in 1991 in which the photo panels of the prize-wining works were exhibited in 13 countries in the region.

Chapter II

Field Survey, Development and Field Testing of Materials by the Groups

1. Introduction
2. Report of Group A
3. Report of Group B
4. Report of Group C

Chapter II

Field Survey, Development and Field Testing of Materials by the Groups

INTRODUCTION

The participants in the Workshop formed three groups and developed materials following the steps shown below.

(1) Steps of developing materials in the Workshop

I. Field survey

1. Preparation for community survey
2. Community survey at the village
3. Analysis of community survey using NP Method

II. Preparation

4. Selection of theme and topics of materials to be prepared
5. Preparation and production of materials

III. Field testing

6. Preparation for field-testing
7. Field-testing of material prepared by the group
8. Analysis of field-testing

IV. Revision of the materials

(2) Materials developed by the groups

Group	Developed materials
Group A	1. You Can Get More Income from Integrated Framing (poster) 2. Integrated Farming (booklet) 3. Raising Fish (booklet) 4. Raising Ducks (booklet) 5. Planting Fruit Tree (booklet) 6. Integrated Farming (game)
Group B	1. Healthy Duck Better Luck (poster) 2. Prevent Duck Diseases, Income Increases (poster) 3. Word Matching Game (game) 4. Raising Ducks for Additional Income (booklet) 5. Grass Carp Champion (folder) 6. Additional Income from Raising Fish (booklet)
Group C	1. Raising Milk Cows (video programme) 2. Bio-gas Production (pamphlet) 3. Additional Income from Raising Cows (supplementary booklet)
TOTAL	15 kinds

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REPORT OF GROUP A

1. INTRODUCTION

The participants in the workshop were divided into three groups. The members of group A unanimously elected their chairperson and the rapporteur. The chairperson thanked the members and requested everyone to participate actively and make joint efforts to keep the team spirit so as to achieve our task successfully . The task given to the group was to develop booklets and supplementary materials on agriculture (horticulture and animal raising).

2. MEMBERS OF THE GROUP

1. Mr. Delabu Gidam (Papua New Guinea) - Chairperson
2. Mr. Chhador Wangdi (Bhutan) - Rapporteur
3. Mr. So Chhun (Cambodia)
4. Mr. I. Gede Panca (Indonesia)
5. Mr. Mohamed Musthafa Hussain (Maldives)
6. Mr. Banzain Damdinsuren (Mongolia)
7. Dr. Irshad Hussain Tirmazi (Pakistan)
8. Mr. Tran Quoc Chan (Vietnam)
9. Dr. Cherdsak Choomnoom (Thailand) - Resource person
10. Mr. Shinji Tajima (ACCU)

3. FIELD SURVEY PREPARATION

The group was assigned to visit and survey Phu Huu village. As per the briefing given by Dr. Bui Cach Tuyen, Phu Huu village is located 26 km away from Ho Chi Minh City and 9 km away from District Headquarters. The population is 3,716 in 564 families. There are 1,510 people in the age range of 15 - 36 years old. There are 141 illiterates. The village has one primary school and no high school. The literacy rate is 90.66 % (1,369 literates - 15 - 35 age group). There are 10 people attending the literacy evening classes. The people of Phu Huu village depend mostly on agriculture and face hard lives.

With this background of the village, the group discussed and agreed that we should all go with an open mind and observe all aspects covering economic, social and cultural lives of the people in that village. It was also agreed that the members should observe both the positive and negative (strengths and weaknesses) aspects of the community.

4. FIELD SURVEY

We left the hotel at about 8 A.M. and arrived at the Phu Huu village headquarter at about 9 A.M.. We were received with a very warm welcome by the President and other authorities of the village. It was followed by the welcome speech and introduction by the President of Phu Huu village. Since we had a very limited time it was suggested that we have question and answer session rather than the village authorities delivering speech. That was agreed upon and there were several questions asked by the members of the group covering different aspects on cash income, agricultural products, problems in increasing farm products, farmers cooperatives, problems of youngsters migrating to urban areas.

The President and his officials were very open in answering and explaining the situation in the village. The main crops the farmers cultivated were rice, coconut and sugarcane. The farmers were busy for only six months with agricultural work and had to look for off-farm manual labour work for the rest of the year. The average income per household of 5 to 8 people was five million Dong per year. The main problems faced by the villages were shortage of capital, technical know-how on use of fertilizers, lack of efficient irrigation facilities and credit facilities. The problem of the teenagers migrating from the village to the city is increasing and is posing a big problem for the village authorities. There are no vocational training centres to train and retain these teenagers in the village.

The discussion was followed by the visit to the literacy classes. Although the literacy classes are conducted in the evening the village authorities had arranged them during the day so as to make the opportunity available for us to see and talk to the students and teachers. The students were all males of two grades (grade II and III) . From our observation the students taking the literacy classes were all neo-literates and could read and write quite well .

After the visit to the literacy classes, the group was further divided into three sub-groups with Vietnamese interpreters in each sub-group. The discussion and the interview with the farmers were unstructured and varied from household to household. The farmers were very open and readily answered our questions.

The sub-groups interviewed twelve farmers in total. It was discussed that family land holding ranges from 2,000 m^2 to 15,000 m^2. The average number of people living in a family was seven. All the farmers interviewed cultivated mainly rice with some coconut trees, ginger and sweet potatoes. Some of the farmers raised pigs and ducks. There was no surplus of any agricultural produce for sale. For some families, the produce is barely enough for

family consumption. The farmers expressed their desire and willingness to start some income-generating programme given the opportunity. Some of the limiting factors were shortage of capital, lack of technical know-how, lack of supply of good breed of pigs, lack of innovative reading materials on farming (horticulture and animal raising). The interest rate for borrowing money in the village was very high. In general the living conditions of the farmers were poor.

5. ANALYSIS OF COLLECTED DATA

On 26 Nov. the group started to analyse the collected data, on the understanding that we should work on the problems and felt needs of the farmers, not as seen by us. Following the NP method, the members shared their observations and views by having a brain-storming session in which individuals were given the opportunity to express their findings. Then each member wrote down ten or more crucial problems and needs on small slips of paper. Only one crucial problem and need was written on each. After everyone finished writing, each member read out what he had written in turn. Other members listened to the content of slips and classified them according to the similarity of content. The members classified all the slips into several groups and pasted them on a large sheet of paper.

Then each category of problems and needs were summarized and classified under the following headings :

1. Lack of Infrastructure - 29

   - Capital (1)
   - Land (1)
   - Marketing (1)
   - Cooperatives (3)
   - Collaboration (3)
   - Communication (2)
   - Services (2)
   - Recreation Facilities (2)
   - Administrative support (1)
   - Sanitation facilities (4)
   - Clean water (3)
   - Awareness on environmental education (2)

2. Needs for improvement of crop production

   - Varieties of fruits (4)
   - Rice (9)
   - Gardening (2)
   - Sugar cane (1)
   - Tree planting (1)
   - Mixed agriculture (2)
   - Coconut (2)

3. Needs for improvement of animal raising -25

   - Poultry (5)
   - Fishery (7)
   - Piggery (8)
   - Spaced animal raising (3)
   - Animal raising (2)

4. Need to increase productivity - 4

   - Integrated farming (1)
   - Soil improvement (3)

5. Need to introduce income-generating programmes - 4

6. Strengthen literacy programme - 24

   - Literacy class (16)
   - Vocational education (7)
   - Confidence building (1)

7. Follow-up materials needed - 4

   - Agriculture reading materials (3)
   - Agriculture inputs information (1)

8. Follow-up programmes required - 8

   - Future plan
   - Family planning (4)
   - Innovation (1)
   - Family education (1)
   - Youth organization (1)

9. Existing strength - 2

   - Good security (1)
   - Good neighbour relationship (1)

After the problems and needs were summarized and classified into eight broad headings, the group started to look for practical solutions to needs and problems that had been identified. The members used the NP method and wrote individually on small slips of paper. After a very creative and exhaustive discussion, the group arrived at an agreement to develop booklet and poster on integrated farming. By developing booklet and poster on integrated farming, the group aims at covering the poultry, fishery, vegetable gardening and fruit tree growing. This also allows the farmers to use their backyard space to the optimum and to earn more income thus improving their living standard. The group's theme of the materials is based on the motto "Integration is what life should be ".

6. DEVELOPMENT OF MATERIALS

Having decided to develop one poster and one booklet on integrated farming, the group discussed the contents. The group decided to cover the following contents:

A. Importance of integrated farming

1. Integrated farming provides for domestic consumption and income.
2. The farmer can earn extra income/money.
3. Vegetables, fish, poultry are necessary for humans' health.
4. The farmer improves his living standard
5. Trees provide shade, and make surroundings pleasant.

B. What is integrated farming ?

1. It's the combination of fishery, poultry, vegetable growing and fruit tree planting.
2. Integration is what life should be.
3. It is using a small piece of land for multi-purposes.

C. How do we start integrated farming ?

1. Use your existing fish pond.
2. Make a simple poultry house at the side of the fish pond.
3. Plant fruit trees around the fish pond.
4. Grow vegetables near the fish pond.

The group then divided into two working teams, one team for the poster and the other team for the booklet. Each working team was provided with an illustrator. Keeping in mind the contents of the poster, the booklet and the game, the teams started developing the texts using simple and appropriate wordings. The texts were explained to the illustrators so they could depict them in illustrated forms. In the process there were a lot of discussions, corrections and improvements made. Finally, the draft version of the poster, the booklet and the game were ready for presentation to the other two groups in a plenary session.

7. PREPARATION FOR FIELD TESTING

The members of the groups were very busy trying to get everything ready for the field test. With the help of the Vietnamese interpreters all the texts in our booklet, poster and game were translated into Vietnamese version. The questionnaires were also translated into Vietnamese. We made sure that we had enough copies of the booklet made for the field test. Finally we made a checklist of the materials to be taken and put them in our bag for taking to the field.

8. FIELD TESTING

The group arrived in Phu Huu village at about 9.30 a.m. and were taken to the literacy class. There were 15 learners of the literacy classes waiting for us. The chairperson of the group introduced and explained our purpose in coming there and this was followed by self introduction by the members.

Then the group started with the field-test of the poster. The poster was pasted on the board and the learners were invited to come and read the topic. After allowing some time for them to read and discuss , the concept of integrated farming was explained to them.

It was followed by the introduction of the booklet to the learners, who were given some time to read the booklet.

Then the learners were invited to express what they learned from the booklet . There were several responses from the learners . The group members then explained about the booklet.

This was followed by introducing the Integrated Farming (IF) game to the learners. After explaining the objectives learners were invited to play the game. It was clear that they became more relaxed in playing the game rather than reading the booklet.

Our field testing concluded by giving the questionnaires to be filled by the learners .

After coming back from the field testing, the group compiled the questionnaire and followed by discussion. The group noted the following points:

1. The clientele surveyed for the material development should be the same as that for field testing.

2. Should/could have tried different approaches rather than formal one.

3. The atmosphere for our field testing was not very suitable - rather too formal.

4. There was lack of some technical skill information in our booklet.

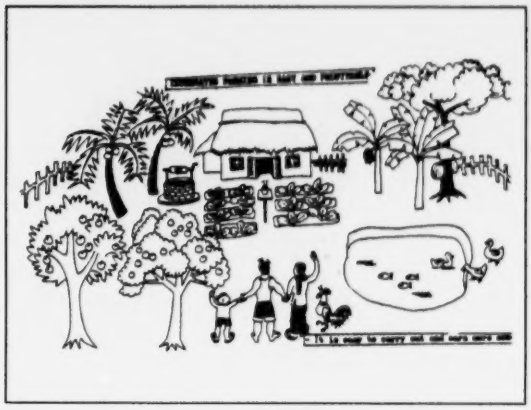
5. Because of time stress the texts in Vietnamese were not typed and clear for reading.

6. Were happy and satisfied with the materials developed.

The findings of the group's field testing was presented to other groups.

YOU CAN GET MORE INCOME FROM INTEGRATED FARMING
LEARN TO RAISE DIFFERENT DOMESTIC ANIMALS
VEGETABLE WASTE IS EATEN BY ANIMALS
ANIMAL WASTE IS GOOD FOR FERTILIZING & FISH POND
TAKE ANIMAL MANURE
ANIMAL MANURE IS GOOD FOR GROWING CROPS
FISH SOIL IS A GOOD FERTILIZER FOR VEGETABLE

(2) Integrated Farming (booklet)



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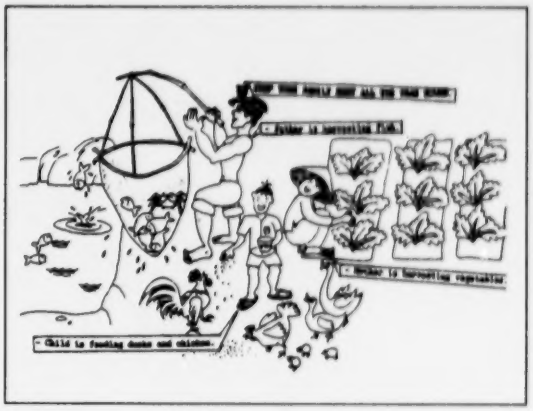

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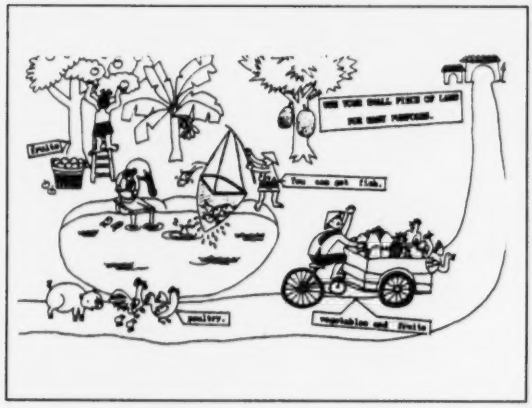
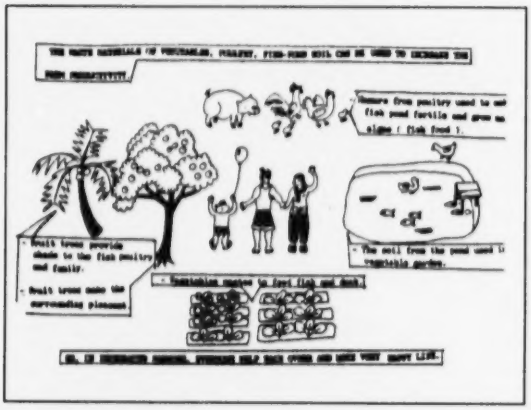


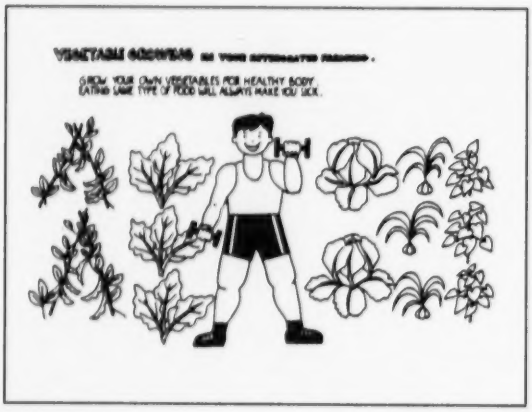
3

You can get fish, poultry, vegetables and fruits for your family.
You can get extra fish, eggs, meat, vegetables and fruits for selling to ma
The extra money will help to educate your children.

4


Manure from poultry used to and fish pond fertile and grow m algae (fish food).
Fruit trees provide shade to the fish poultry and family.
Fruit trees make the surrounding pleasant.
The soil from the pond used t vegetable garden.
Vegetables mature to feed fish and duck.

5



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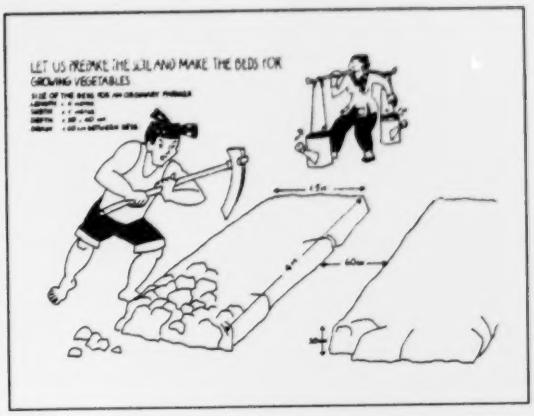

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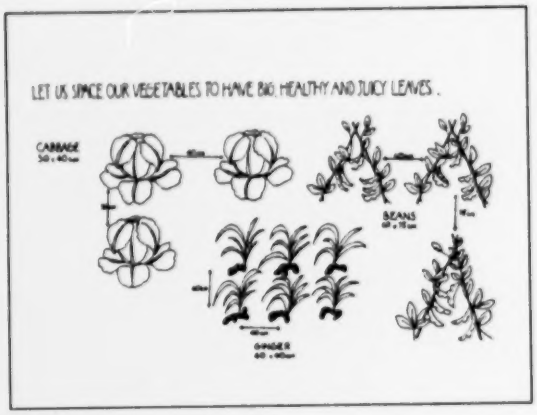

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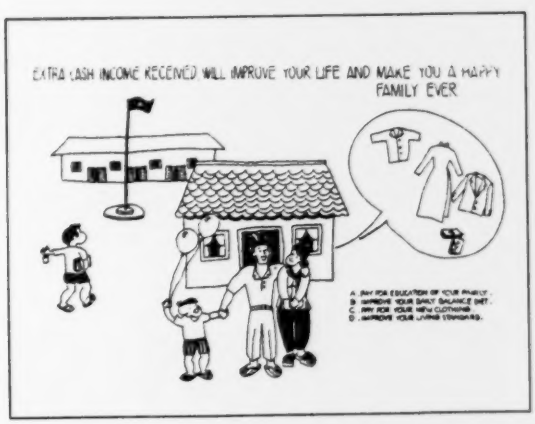


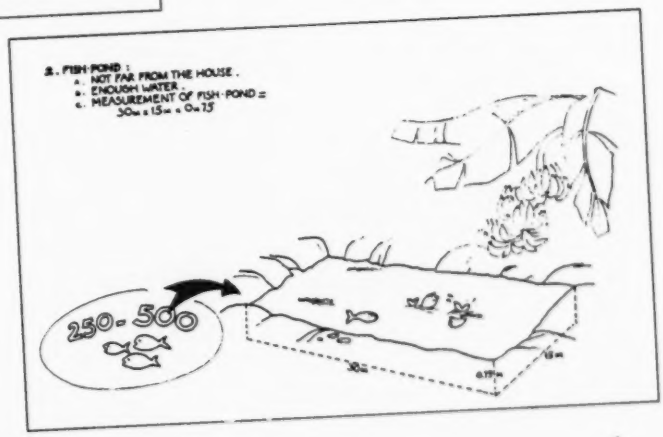
11

BEST COPY AVAILABLE

(3) Raising Fish (booklet)

RAISING FISH
FISH : ONE OF THE FOODS THAT PROMOTE GROWTH, BUILD AND REPAIR WORN OUT BODY TISSUES.
RAISING FISH : WE CAN EAT FISH WHICH WE HAVE RAISED AND INCREASE FAMILY INCOME.
HOW TO RAISE FISH?
CHARACTERISTICS OF A GOOD BREED ARE :
a. AGE : 2 - 3 MONTHS.
b. HEALTH. : BRIGHT AND CLEAN BODY. SHARP AND CLEAR EYES.

1



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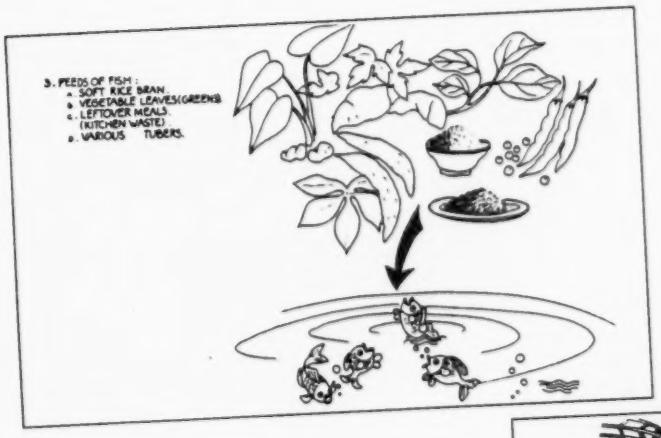

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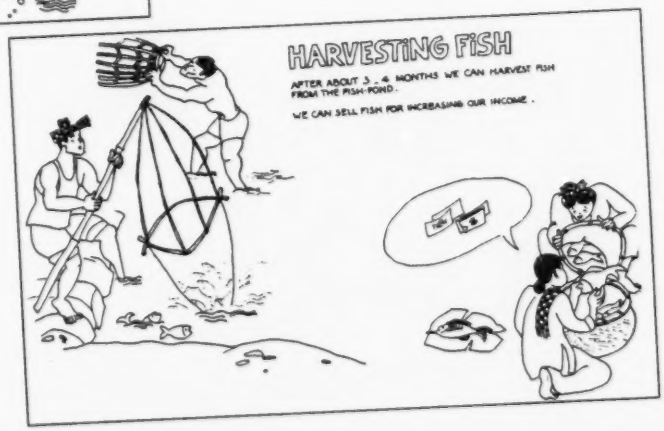
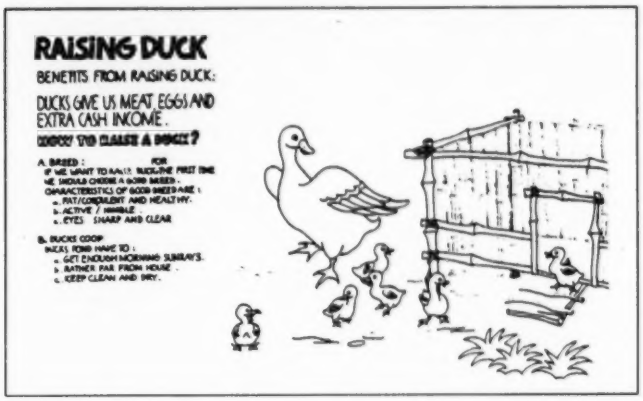
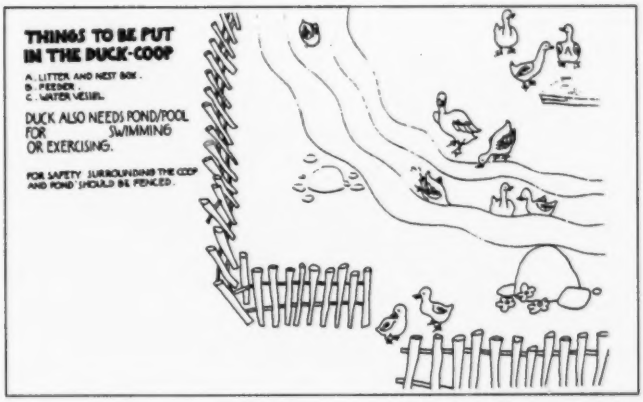



RAISING DUCK
BENEFITS FROM RAISING DUCK:
DUCKS GIVE US MEAT, EGGS AND EXTRA CASH INCOME.
HOW TO RAISE A DUCK?
A. BREED :
IF WE WANT TO RAISE DUCK FOR THE FIRST TIME WE SHOULD CHOOSE A GOOD BREED.
CHARACTERISTICS OF GOOD BREED ARE :
a. FAT/CORPULENT AND HEALTHY.
b. ACTIVE / NIMBLE
c. EYES SHARP AND CLEAR
B. DUCKS COOP
DUCKS COOP HAVE TO :
a. GET ENOUGH MORNING SUNRAYS.
b. RATHER FAR FROM HOUSE.
c. KEEP CLEAN AND DRY.

1

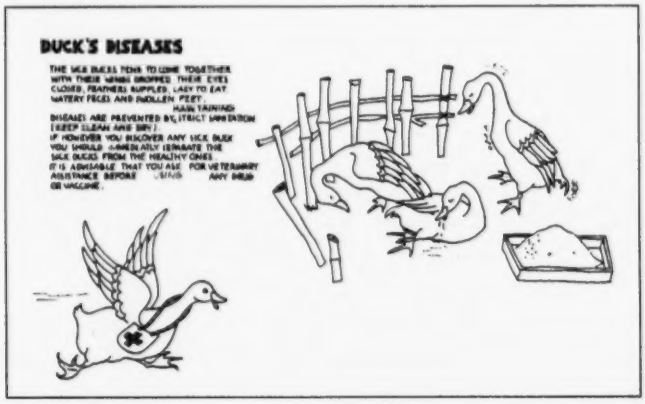
2

DUCK FEEDS :
A. CRUSHED CORN
B. CRUSHED RICE
C. RICE BRAN
D. CASSAVA
E. SWEET POTATO
F. LOCUST / GRASSHOPER
G. LAND SNAIL


THINGS TO BE PUT IN THE DUCK-COOP
A. LITTER AND NEST BOX.
B. FEEDER.
C. WATER VESSEL.
DUCK ALSO NEEDS POND/POOL FOR SWIMMING OR EXERCISING.
FOR SAFETY SURROUNDING THE COOP AND POND SHOULD BE FENCED.

3

4


DUCK'S DISEASES
THE SICK DUCKS TEND TO COME TOGETHER WITH THEIR WINGS DROPPED, THEIR EYES CLOSED, FEATHERS RUFFLED, LAZY TO EAT, WATERY FECES AND SWOLLEN FEET.
MAIN TAINING
DISEASES ARE PREVENTED BY STRICT SANITATION (KEEP CLEAN AND DRY).
IF HOWEVER YOU DISCOVER ANY SICK DUCK YOU SHOULD IMMEDIATELY SEPARATE THE SICK DUCKS FROM THE HEALTHY ONES.
IT IS ADVISABLE THAT YOU ASK FOR VETERINARY ASSISTANCE BEFORE GIVING ANY DRUG OR VACCINE.

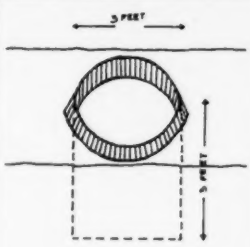
53

PLANTING A FRUIT TREE

1

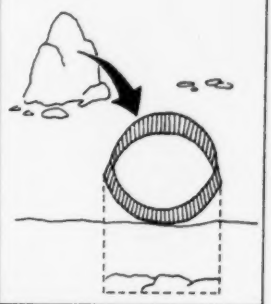
WHILE DIGGING THE PIT, ENSURE THAT THE SOIL FROM THE UPPER ONE FOOT IS HEAPED ON ONE SIDE, AND THE SOIL FROM THE LOWER TWO FEET SEPARATELY ON THE OTHER SIDE OF THE PIT.

2



DIG A PIT OF 3 FEET DIAMETER AND 3 FEET DEEP, TO ENABLE THE NEW ROOTS TO ESTABLISH THEMSELVES QUICKLY, AND FOR THE TREES TO GROW FASTER.

3

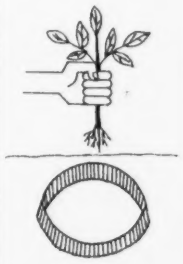


REFILL THE PIT WITH 20 kg OF WELL-DECOMPOSED FYM, THOROUGHLY MIXED WITH TOP SOIL.

4

BEFORE LIFTING THE SEEDLINGS, WATER THE NURSERY FOR EASE OF LIFTING, AND AVOID ROOT DAMAGE.

5

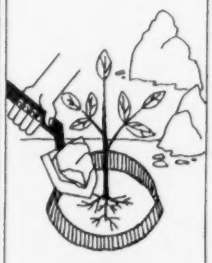


PLANT THE SEEDLING AT THE SAME DEPTH AS IT WAS IN THE NURSERY

6

PLANT THE SEEDLING CAREFULLY, SPREADING THE ROOTS.

7



FIRST FILL THE PIT WITH TOP SOIL, AND THEN WITH SUB SOIL.

8

THEN FIRM THE SOIL WITH YOUR HANDS.

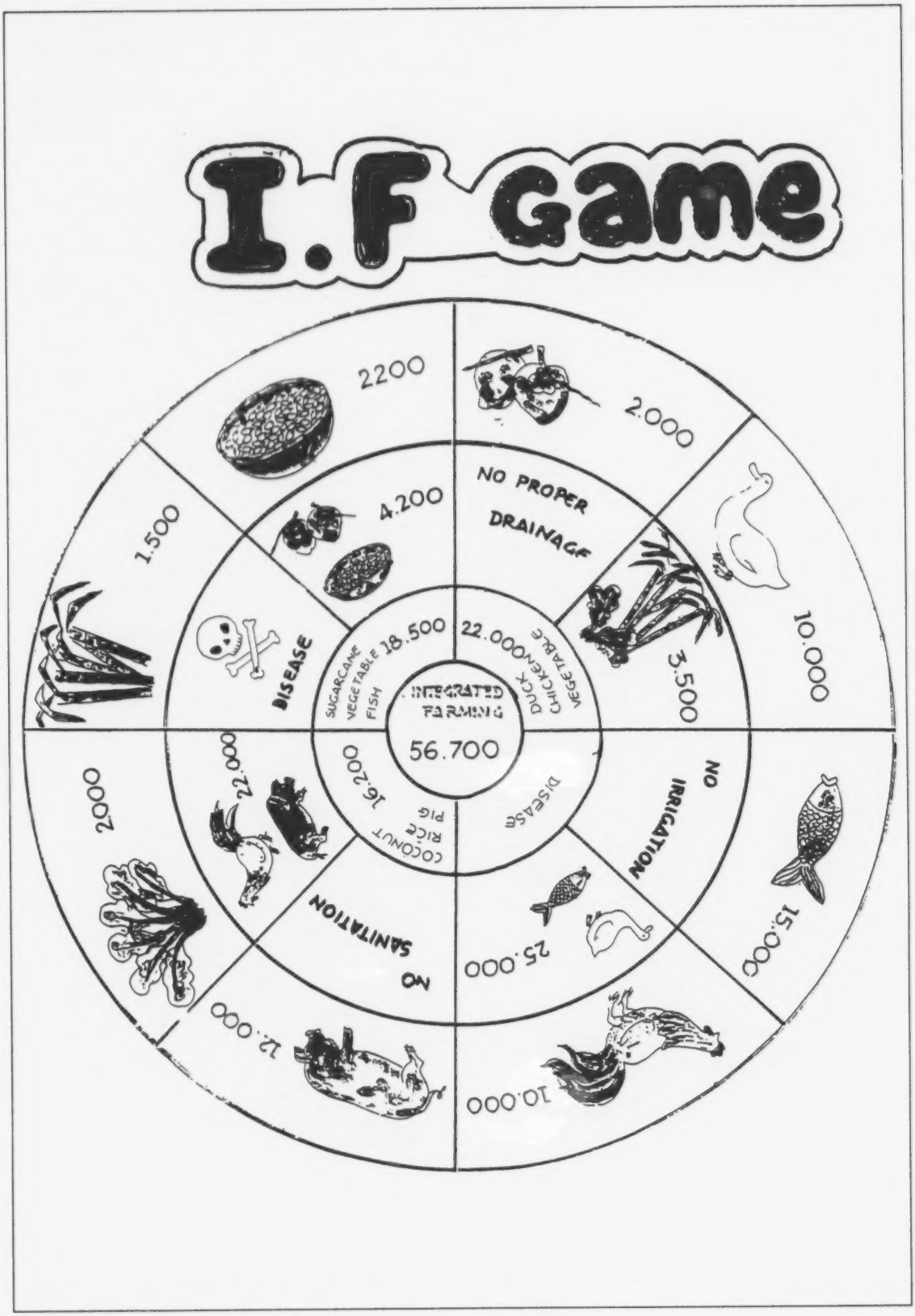
9

IF THE SEEDLINGS ARE PLANTED IN THE DRY SEASON, WATER IMMEDIATELY.

10

IF THE LOCATION IS KNOWN TO BE WINDY, STAKE THE SEEDLINGS AT THE TIME OF PLANTING.

54


I.F Game
2200
2.000
1.500
4.200
NO PROPER DRAINAGE
10.000
3.500
DISEASE
SUGARCANE
VEGETABLE
FISH
18.500
22.000
DUCK
CHICKEN
VEGETABLE
INTEGRATED FARMING
56.700
2000
22.000
16.200
COCONUT
RICE
PIG
DISEASE
NO IRRIGATION
15.000
NO SANITATION
25.000
12.000
10.000

REPORT OF GROUP B

1. GROUP MEMBERS

1. Mr. Md. Altaf Hossain (Bangladesh)
   - Chairperson
2. Mr. Sharulnizam Jantan (Malaysia)
   - Rapporteur
3. Mr. Abdul Majid Sajed (Afghanistan)
4. Mr. Rafia Eftekhar (Iran)
5. Mr. Arjun Bahadur Bhandari (Nepal)
6. Mr. Hoang Tan Thu (Vietnam)
7. Mr. Do Luyen (Vietnam)
8. Ms. Thu (Vietnam)
9. Mr. D.D. Sharma (India)
   - Resource person
10. Ms Rika Yorozu (ACCU)

2. FIELD SURVEY PREPARATION

The group was assigned to visit a village called Long Thanh My. The objectives of the visit are as follows:

a. To observe the needs and problems faced by the selected villagers daily
b. To collect as much information and data as possible relevant to horticulture and animal raising
c. To analyse and find solutions to their needs and problems
d. To develop relevant materials regarding horticulture and animal raising

We then agreed that questions should be asked informally without structuring or preparation beforehand.

3. FIELD VISIT

The members of group B started for Long Thanh My village by van at 7:30 AM from Rang Dong Hotel. The village is located about 7 km from the headquarter in the north west and 5 km away from the heart of Ho Chi Minh City.

After arriving, we were welcomed warmly by the people's committee and the members of the group were introduced to the president of the committee. He, the president, then gave a brief introductory report on Long Thanh My village.

4. VILLAGE PROFILE - LONG THANH MY

1. Location
- 25 km away from Ho Chi Minh City centre in the east.
- Comprised of 6 sub-villages.

2. Area
- 1,326 ha
- 310 ha for growing rice and 60 ha for other crops
- The remaining area is unused.

3. Population
- 5,333 female and 5,061 male.
- Distribution of 730 persons/km^2

4. Economic status
- Mainly agriculture
- Small scale handicrafts, weaving, knitting and sewing, brick-making
- Average income VN 500,000/capita

5. Education:
- Kindergarten : 1
- Primary: 2
- Junior High school: 1
- Senior High School : 1

5. OBSERVATIONS/INFORMATION/FINDINGS

The group then were divided into two groups, each visiting different families. After surveys had been completed, information and observations were discussed in a brain storming session the following day. The needs and problems were as follows:

- Planting crops and raising animals on a small scale
- Little material support regarding horticulture and animal raising
- Need more literacy classes
- No proper marketing system
- Lack sanitation
- Lack of food requirement for animals
- Lack of appropriate fertilizers
- No machinery
- No electricity
- No veterinarian (animal doctor)
- Lack of hygiene consciousness
- No information on modern agricultural techniques
- Animals struck by sudden diseases.

6. ANALYSIS OF DATA

After further discussion, the group members came out with a conclusion as below:

Horticulture

1. Lack of appropriate skills
2. Lack of farm management
3. Lack of irrigation facilities
4. Lack of organization
5. Lack of knowledge for higher field
6. Lack of machinery
7. Lack of suitable marketing system
8. Lack of capital
9. No electricity

Animal Raising

1. Lack of knowledge on prevention and care of animal, diseases (Ducks)
2. Lack of proper knowledge on nutritious foods for animals
3. Lack of appropriate skills
4. Lack of organization
5. Lack of pond-fishery management

6. Lack of machinery
7. lack of suitable marketing system
8. Lack of capital
9. No electricity

Solutions were then discussed and the group finally narrowed down to two categories of animal raising subject:

a. Lack of pond-fishery management
b. Prevention and care of ducks' diseases

The group was then divided into three :

1. To develop material in booklet form on pond-fishery management (for neo-literates)
2. To develop material in folder form on pond-fishery management (for neo-literates)
3. To develop material in poster form on prevention and care of duck diseases (for both illiterates and neo-literates)

The materials developed were in English language but they will be translated into Vietnamese language for field-testing purposes.

7. DEVELOPMENT OF MATERIALS

Each group was assigned to develop different materials as below :

1. Booklet on fish rearing

   Mr. D.D.Sharma
   Mr. MD Altaf Hossain
   Mr. Arjun Bahadur Bhandari

2. Poster and booklet on prevention and care of ducks from diseases

   Mr. Sharulnizam Jantan
   Mr. Rafia Eftekhan
   Mr Do Luyen

3. Folder on grass carp fish rearing

   Mr. Hoang Tan Thu
   Mr. Abdul Majid Sajed
   Ms. Rika Yorozu

Experts were consulted in order to get the relevant information. The materials were developed. The final draft of each of the materials was then pretested among the group members. After amendments and correction had been made, the draft materials were presented during the plenary session.

Then again, necessary corrections were made, including alterations and improvements of contents and illustrations. Finally, the materials were finalised for field-testing.

8. PREPARATION FOR FIELD TESTING

Before field testing, members of the group discussed the questions that should be asked to gather information regarding the materials that would be tested.

A questionnaire was developed and the format is as follows :

QUESTIONNAIRE

1. Age :

2. Male [ ] Female [ ]

3. Do you like this booklet ?

   [ ] Yes [ ] No [ ] Not sure

4. Why do you like this booklet ?

   [ ] New knowledge
   [ ] New skills
   [ ] Fun to read

5 Which aspect of fish-rearing did you like best ?

   [ ] Making ponds [ ] Fish disease
   [ ] Fish seedlings [ ] Fish food

6. Which aspect of duck raising did you like best ?

   [ ] Prevention of duck disease
   [ ] Treatment of effected ducks
   [ ] Both

7. Booklet presentation :

	Excellent	good	poor
a. Language	[ ]	[ ]	[ ]
b. Volume	[ ]	[ ]	[ ]
c. Illustrations	[ ]	[ ]	[ ]

8. Is it helpful to you if there is no expert available?
   [ ] Yes t] No [ ] Not sure

9. Would you like to do what you have just learned?
   [ ] Yes [ ] No

9. FIELD TESTING

The procedure of field testing was as follows:

a. The first posters were presented to the learners and the teacher explained the illustrations. This was the motivational stage with the message that raising healthy ducks can increase income.

b. The teacher then showed the second poster and explained the sequence of illustrations. Selected learners were asked to read the dialogues. Learners were then asked whether they understood the message that prevention and care of duck diseases could

increase income, which was conveyed by the poster.

c. Next, a game concerning symptoms, treatment and prevention of duck diseases was introduced. The teacher selected a learner and asked the learner to pick one card, then read the words and match it at the appropriate space on the poster..

d. A booklet regarding duck raising was then distributed and the learners were asked to read the booklet for few minutes. The teacher then asked selected learners whether they understood it.

e. A folder regarding how to rear grass carp fish was distributed to the learners and the teacher explained the steps and technique of rearing grass carp fish.

f. The learners were then divided into 2 groups and each group was provided with a booklet on rearing fish in a pond. The teacher of each group explained in detail about the techniques of pond fish rearing.

While this procedure was being adopted, the group members evaluated the materials based on their observations. Based on the questionnaires, questions were asked in order to get and gain information to evaluate the materials being field tested.

10. REVISION/FINALIZATION OF MATERIALS

Materia 1: Poster
Title: Healthy Ducks, Better Luck
Suggestion: One of the illustrations could be im proved ie. the fifth illustration.

Material 2: Poster
Title: Prevent Duck Diseases, Income, Increases
Suggestion : No change is needed.

Material 3: Poster/word matching
Title: No title (supplementary of material 1 and 2)
Suggestion: No change except to include title.

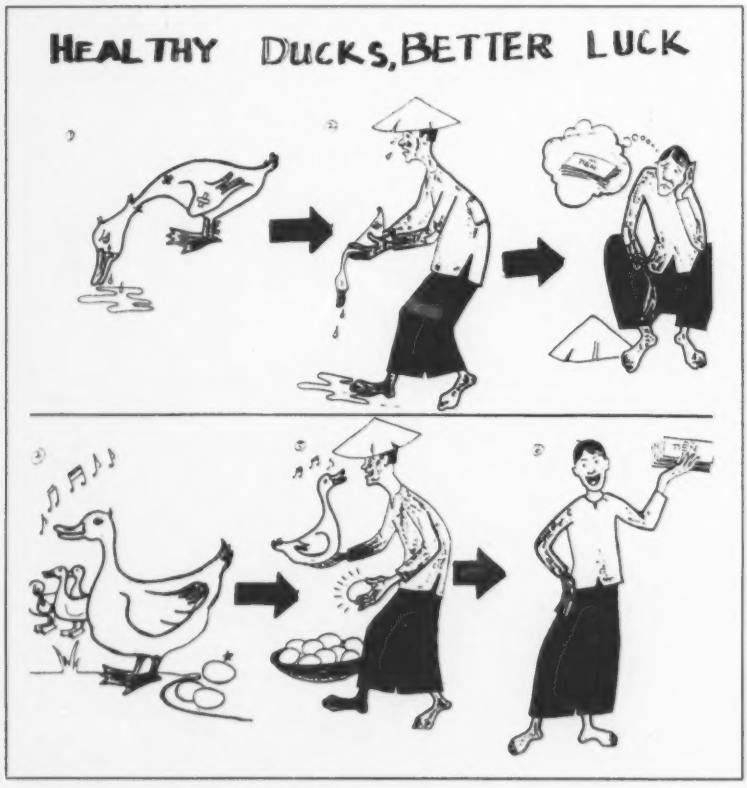
Material 4: Booklet
Title : Rearing Ducks for Additional Income
Suggestion: No change.

Material 5: Folder
Title : Grass Carp Champion- Rear good grass carp for more income-
Suggestion: No change.

Material 6: Booklet
Title: Additional Income from Rearing Fish
Suggestion: No change.

The suggestions above were made based on the feedback/questionnaire obtained from the learners regarding the materials that were presented before them.

Materials developed by Group B
(1) Healthy Duck Better Luck (poster)



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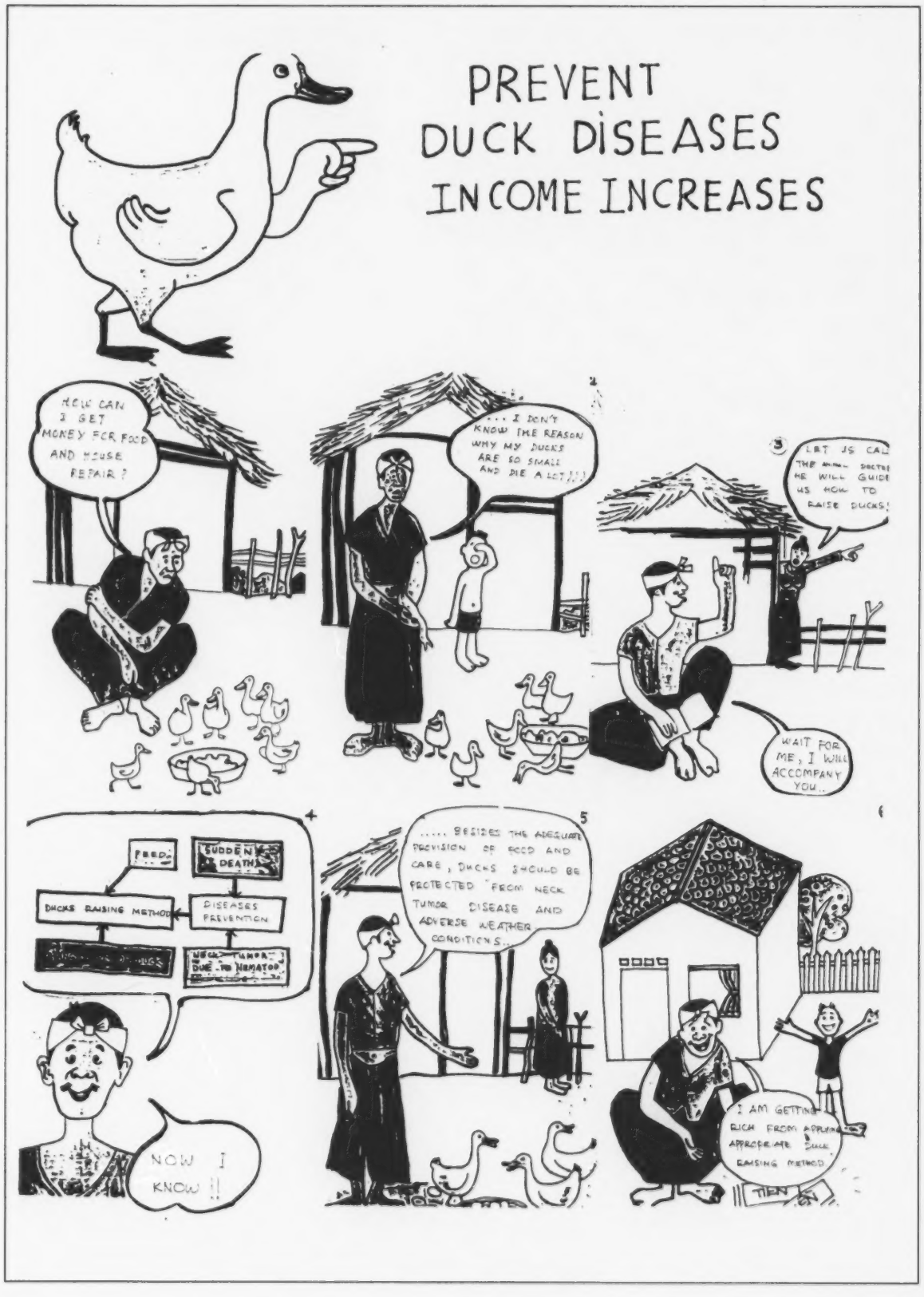
(2) Prevent Duck Diseases, Income Increase
(poster)


PREVENT
DUCK DISEASES
INCOME INCREASES
HOW CAN I GET MONEY FOR FOOD AND HOUSE REPAIR ?
... I DON'T KNOW THE REASON WHY MY DUCKS ARE SO SMALL AND DIE A LOT !!!
LET US CALL THE ANIMAL DOCTOR HE WILL GUIDE US HOW TO RAISE DUCKS!
WAIT FOR ME, I WILL ACCOMPANY YOU..
FEED
SUDDEN DEATH
DUCKS RAISING METHOD
DISEASES PREVENTION
DUE TO NEMATOD
NOW I KNOW !!
..... BESIDES THE ADEQUATE PROVISION OF FOOD AND CARE, DUCKS SHOULD BE PROTECTED FROM NECK TUMOR DISEASE AND ADVERSE WEATHER CONDITIONS..
I AM GETTING RICH FROM APPLYING APPROPRIATE DUCK RAISING METHOD
TIEN

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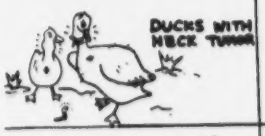
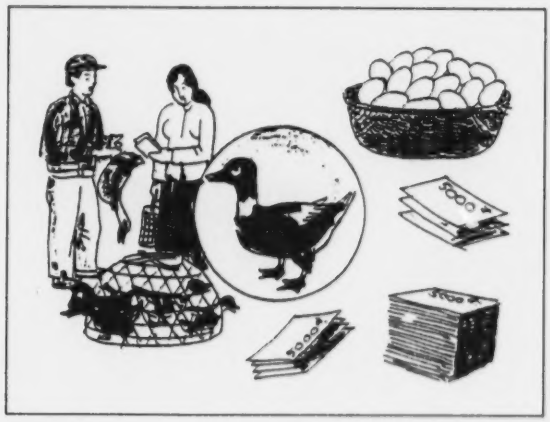
(3) Word Matching Game (game)

	SYMPTOM/SIGN	TREATMENT	PREVENTION
SICK DUCK			
 DUCKS WITH NECK TUMOR			
SUDDEN DEATH OF A DUCK			

NOT ACTIVE Lừ đừ	VACCINATION Thuốc chống dịch
PROPER FOOD Thức ăn thích hợp	SEPARATE SICK DUCKS Tách vịt ốm ra khỏi đàn

(4) Raising Ducks for Additional Income
(booklet)



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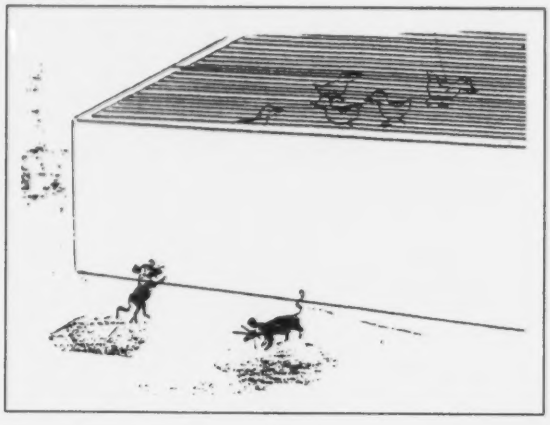

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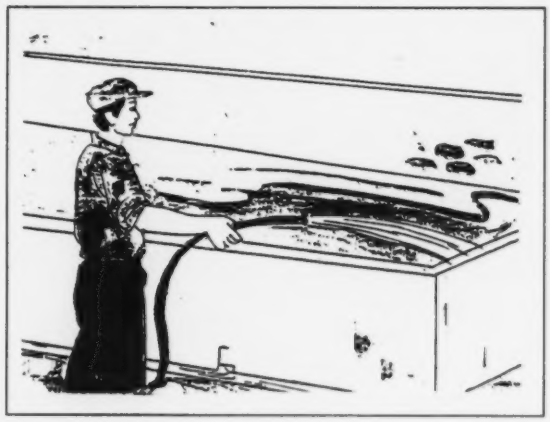

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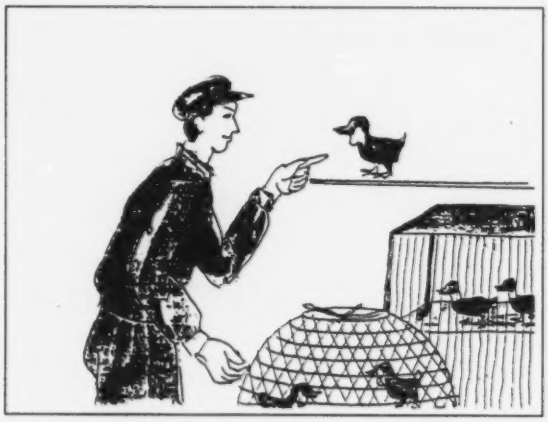

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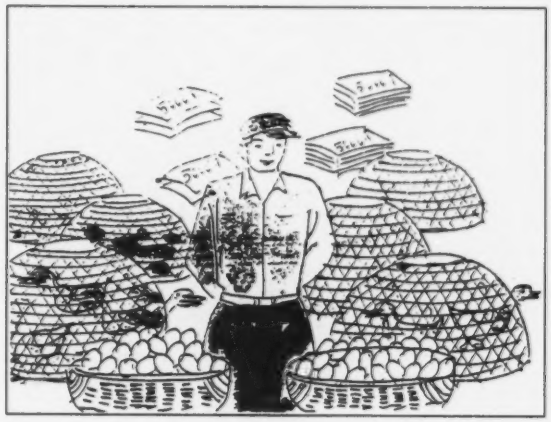

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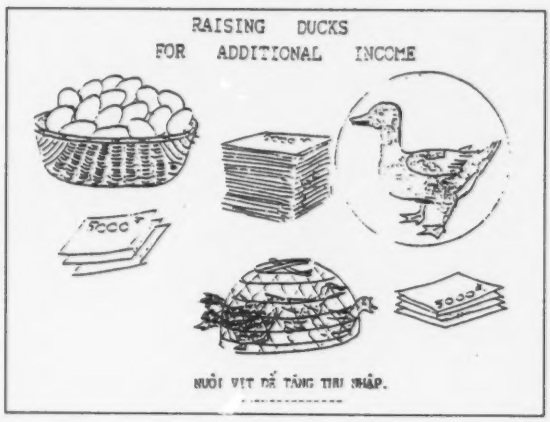

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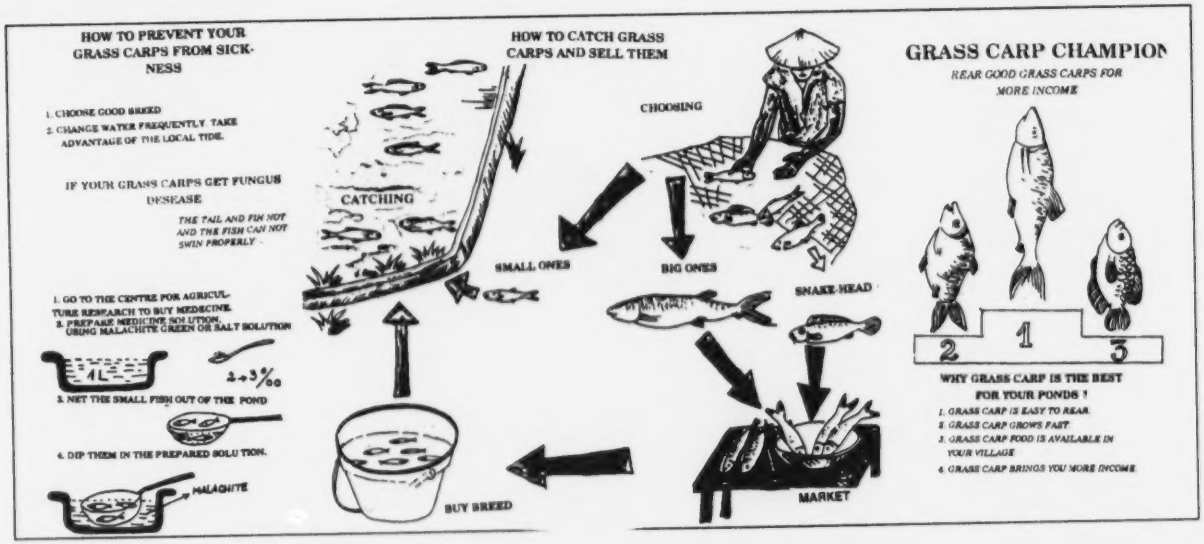
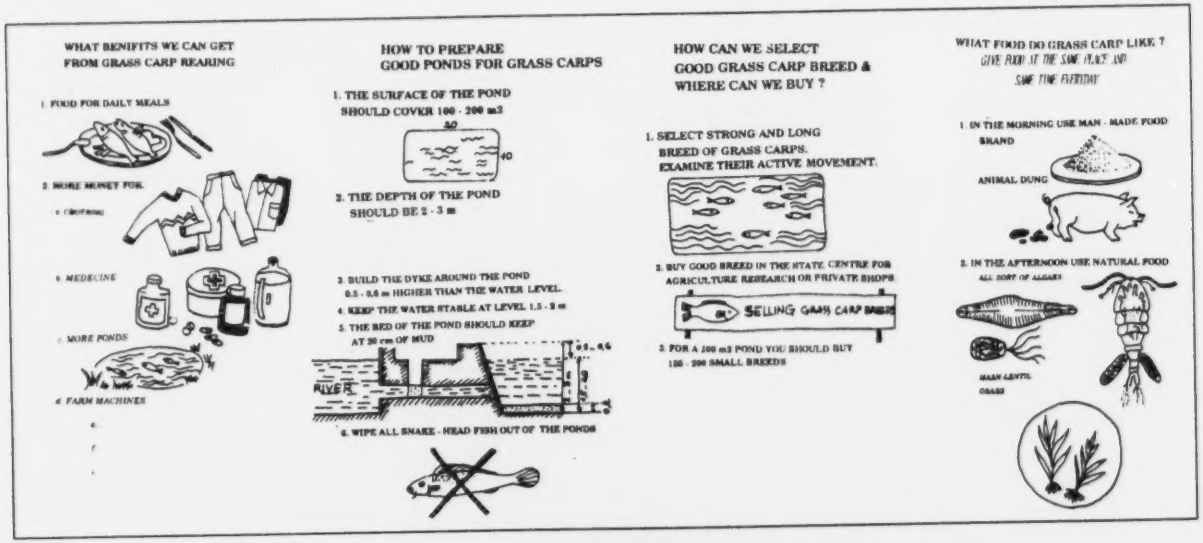

HOW TO PREVENT YOUR GRASS CARPS FROM SICK-NESS
1. CHOOSE GOOD BREED
2. CHANGE WATER FREQUENTLY TAKE ADVANTAGE OF THE LOCAL TIDE.
IF YOUR GRASS CARPS GET FUNGUS DESEASE
THE TAIL AND FIN NOT AND THE FISH CAN NOT SWIN PROPERLY
1. GO TO THE CENTRE FOR AGRICUL-TURE RESEARCH TO BUY MEDECINE.
2. PREPARE MEDICINE SOLUTION USING MALACHITE GREEN OR SALT SOLUTION
1L
2÷3‰
3. NET THE SMALL FISH OUT OF THE POND
4. DIP THEM IN THE PREPARED SOLU TION.
MALACHITE
HOW TO CATCH GRASS CARPS AND SELL THEM
CATCHING
CHOOSING
SMALL ONES
BIG ONES
SNAKE-HEAD
BUY BREED
MARKET
GRASS CARP CHAMPION
REAR GOOD GRASS CARPS FOR MORE INCOME
2
1
3
WHY GRASS CARP IS THE BEST FOR YOUR PONDS ?
1. GRASS CARP IS EASY TO REAR.
2. GRASS CARP GROWS FAST.
3. GRASS CARP FOOD IS AVAILABLE IN YOUR VILLAGE
4. GRASS CARP BRINGS YOU MORE INCOME.


WHAT BENIFITS WE CAN GET FROM GRASS CARP REARING
1. FOOD FOR DAILY MEALS
2. MORE MONEY FOR.
c. CLOTHING
d. MEDECINE
e. MORE PONDS
f. FARM MACHINES
HOW TO PREPARE GOOD PONDS FOR GRASS CARPS
1. THE SURFACE OF THE POND SHOULD COVER 100 - 200 m2
50
40
2. THE DEPTH OF THE POND SHOULD BE 2 - 3 m
3. BUILD THE DYKE AROUND THE POND 0.5 - 0.6 m HIGHER THAN THE WATER LEVEL.
4. KEEP THE WATER STABLE AT LEVEL 1.5 - 2 m
5. THE BED OF THE POND SHOULD KEEP AT 20 cm OF MUD
0.5 - 0.6
RIVER
6. WIPE ALL SNAKE - HEAD FISH OUT OF THE PONDS
HOW CAN WE SELECT GOOD GRASS CARP BREED & WHERE CAN WE BUY ?
1. SELECT STRONG AND LONG BREED OF GRASS CARPS. EXAMINE THEIR ACTIVE MOVEMENT.
2. BUY GOOD BREED IN THE STATE CENTRE FOR AGRICULTURE RESEARCH OR PRIVATE SHOPS
SELLING GRASS CARP BREED
3. FOR A 200 m2 POND YOU SHOULD BUY 150 - 200 SMALL BREEDS
WHAT FOOD DO GRASS CARP LIKE ?
GIVE FOOD AT THE SAME PLACE AND SAME TIME EVERYDAY
1. IN THE MORNING USE MAN - MADE FOOD
BRAND
ANIMAL DUNG
2. IN THE AFTERNOON USE NATURAL FOOD
ALL SORT OF ALGAES
MAIN LENTIL GRASS

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(6) Additional Income from Raising Fish (booklet)

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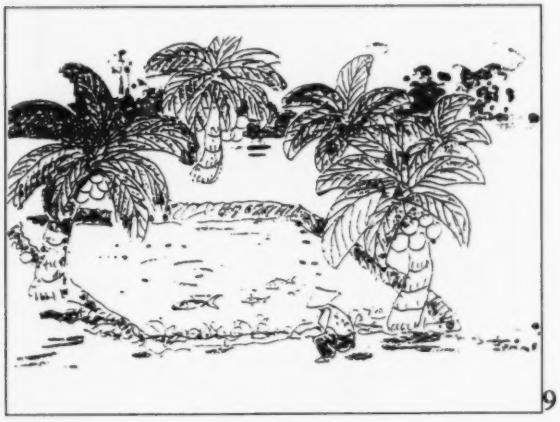

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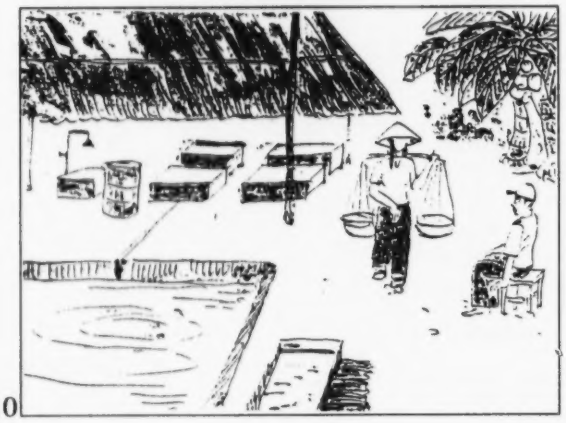

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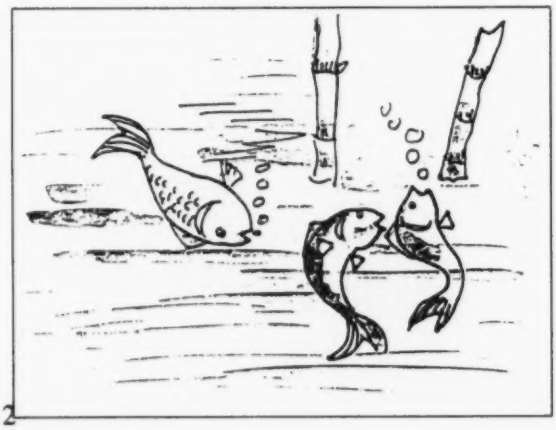

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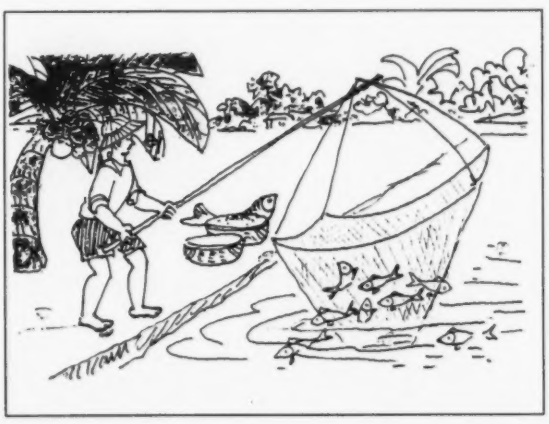

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REPORT OF GROUP C

Assignment : To prepare a video film + related supplementary materials on agriculture and allied activities.

1. GROUP MEMBERS

The group consisted of the following members

Mr. Guoqi Gu (China) - Chairman
Mr. Rajiva Sinha (India) - Rapporteur
Mr. Bounma Inthanouvong (Laos)
Mr. Abdu Rahim K. Kenoh (Philippines)
Ms. Tippawan Sittirungsun (Thailand)
Dr. Bui Cach Tuyen (Viet Nam)
Mr. Shigeru Aoyagi (ACCU)

2. INTRODUCTION

- Village for Field study : TAM BIMH .
- The important feature of the village included :
  It consisted of 4 communes
  Area 1494 ha
  Cultivable area (area for crops) 875 ha
  Population in 1977 (6,495, 15-35 age group)
  1,327 farmer households
  87 households did handicraft
  Crops: Paddy (2 crops & 1 crop)
  Vegetables
  Industrial Crops
  Poultry
  Handicraft
  No illiterate in 15 - 35 age group

The group decided that the collection and analysis of the data for developing follow-up material will be done with the NP method . The data will be collected through field visit survey. The principal methods of data collection would be observation, interview and meetings in the village which would include visit to a literacy centre besides household visits (10 to 15) .

It was also decided that since the group would be having two persons, knowing the local language, it would be better if two sub-groups were formed for data collection.

Besides issues concerning essentials of life viz. food, housing, drinking water, health, hygiene, etc., the issues which would require special attention during survey would include scope and potential of further development in agriculture (paddy/vegetable/ industrial crops, poultry and dairying and cow-raising) in terms of increased production , better marketing etc. through our intervention. It was also decided to identify areas of agriculture and allied activities which farmers can be motivated for taking for additional income/better income.

3. FIELD VISIT

1) The group visited the field i.e. the TAM BINH village on 25 Nov. 93. The visit started with a meeting with the representatives of the village people's committee. Important among those present were :

1. Assistant Secretary, Party
2. President , People's Committee
3. Vice President , People's Committee
4. Secretary . Youth Union
5. President , Women's Union
6. Permanent Secretary, Party
7. President, Youth and children Union

Discussion took place on the features of the village. The new information which were gathered included information on industrial crops. Sugar cane peanuts and coconut were the industrial crops grown in the village. Of all the professions/occupations animal raising was found to be most remunerative. Handicraft was also found to give high returns. Of the agricultural crops vegetables fetched the maximum profit for the farmers.

Land holding on an average was found to range between 2000 to 5000 sq. mt. Maximum land holding was reported to be 20,000 sq. mt. (i.e. 2 hectares).

The issue of role of middleman was also discussed in the meeting. It was reported that middlemen were taking away a major portion of the income of the producer in every sector.

2) The meeting was followed by visit to a literacy centre by the group. This group of neo-literates in the centre consisted of children of 9 to 15 years age-group. Some fruitful interaction took place during this visit.

3) After visit to the literacy centre, the group visited a couple of households in the village. The first household was that of a farmer involved basically in animal raising. 4 pigs, 2 cows, ducks and chicken were found to be maintained by the family, which had a little land also, which was used for paddy cultivation and cassava cultivation. Cassava was found to be a very useful produce as it served many purposes. The skin or the outer layer of cassava was used as a cow feed, the central portion for making starch and the left over of starch-making, for pig-feed . The family did not have any land initially, but later on they were given some land by the Peoples Committee.

The second household was a big one . It consisted of 14 members i.e. parents & 12 children. This family was originally that of a dress maker. Finding dress making to be less profitable they switched over to agriculture and did it for 3-4 years. However, not satisfied with the income they look over to animal raising. Starting with 2 cows four years back, they had 14 cows now. The children were all dropped out left education after high school to help family run dairy. Milk was found to have a very good market and therefore, the family did not have any difficulty in selling it off. The cow dung and cow-shed waste was found to be mis-utilized, as scope for having a biogas plant existed there, which was not considered seriously. However, the house lady expressed her

desire to go for biogas, given the technical know-how and special training. The success of the family within a short span of 4 years through cow-raising, reaffirmed the contention that animal raising was much more remunerative than cultivation .

4) Another literacy centre of adult was visited by the group after lunch. During this visit about 10 to 12 farmers were interviewed. Many interesting issues came to light through this exercise including :

a. There were three types of land in the village, low, middle and high. While the low lying areas could only have paddy, these areas used to have three crops of paddy every year. The middle level areas were of two types-acidic and non-acidic . While the acidic areas had two crops of paddy only, the non-acidic areas could have one additional crop of vegetable too. The high level areas had only one crop of paddy owing to paucity of water but they had one crop of vegetable too, which earned the land users a lot of profit.

b. Animal raising was not found to be done on a commercial basis but for one or two households. Mostly the income from animal raising i.e. pig-raising, poultry, duck-raising or cow-raising was incidental or consumption - surplus.

c. The farmers in general felt that-there was more profit in animal raising but owing to lack of fund it was not possible for them to go for it.

d. Use of chemical fertilizer was found to be rampant. The use of organic fertilizer was not popular at all.

e. The average income from 6 pigs was found to be 11 million VND (Vietnamese Dong) per year . A farmer had purchased 2 cows in 4 million VND one and a half year back and the present value of those cows was 12 million VND i.e. a three times increase in one year.

5) The group after this interaction with farmers, visited the village and moved around observing things and talking to people. Useful information were gathered through this visit too.

6) The last lap of the visit was brief presentation of main observation by the group members on way back to city . The important issues, as observed by members included :

i) Use of chemical fertilizers and chemical pesticides and no efforts to introduce organic fertilizers and pesticides as practised in some neighbouring countries.

ii) Overall paucity of fund/loan from Govt. coop. institutions to go for animal raising.

iii) Lack of institutionalized source of information.

iv) Existence of middleman and loss of profit margin to producer.

v) Absence of commercial horticulture/dairying.

vi) Amorphous marketing system.

vii)Absence of training/orientation in animal raising.

4. ANALYSIS OF COLLECTED DATA

After the field visit, the group assembled next day for compilation and analysis of collected data through observation, interviews and meetings in the TAM BINH village.

The first session was a brainstorming session with each member of the group presenting his/her observation /impression in brief . This was followed by a discussion on important issues for recapitulation. The next stage which ensued was that of identifying Needs and Problems of village with special reference to agriculture and allied activities through NP method.

After a long session on problem identification and its mapping the following issues came up for consideration:

1. Animal raising was not taken up by the farmers on a commercial scale, (most probably) for lack of awareness in this regard.

2. There was no system of institutionalized information dissemination or awareness generation for the farmers. The extension activities of the development departments were inadequate.

3. Use of chemical fertilizers was rampant and indiscriminate too, at times . Organic manure or organic pesticide was not popular among the farmers.

4. There was no source of institutionalized financing for the farmers either in the Govt. section or in the cooperative sector.

5. Farm sanitation was poor in general.

6. Attitude of the farmers in general appeared to be complacent reflecting lack of motivation on their part to go in for new areas in agriculture and allied activities.

There were many other individual and small problems identified too . On the whole , the needs and problems identified thus were put in three broad categories and a miscellaneous category.

The three broad categories included :

1. Cultural practices
2. Information and Awareness
3. Credit and Finance

The need and problem identification-session was followed by a plenary session in which each group presented its report before the full house.

This was followed by the solution - identification session. This was also conducted through the same method i.e. the NP method. After the brainstorming and individual suggestion session within the group the following general/broad issues were identified:

Cultural Practices :

1. There was a need of awareness generation with regard to optimum use of chemical fertilizer and its gradual replacement with organic fertilizer.

2. There was a need of promoting the use of organic pesticides, certified seeds, integrated pest management (IPM) and hybrid animals.

Information and Awareness :

1. There was a need of motivating farmers to go for animal raising, especially dairy or cow-raising.

2. There was a need of popularizing biogas.

3. There was a need of awareness generation on farm sanitation.

4. There was a need of developing on institutionalized system of information dissemination and awareness generation for farmers and for this the existing literacy centre of the village could be developed as the single window information centre or resource centre.

Credit and Finance :

1. There was a need of motivating farmers for organizing their own cooperative societies, especially for credit and finance and for marketing.

2. Govt. had a big role to play in financing the poor farmers.

After this exercise, a curriculum grid was developed for the three identified major areas which is as follows:

Target /Areas	Illiterate/Semi-Literate	Format	Neoliterate	Format
Cultural Practices	*Use of Certified Seeds&Hybrid animals *Optimum use of Chemical fertilizer/Use of organic fertilizer	POSTER PAMPHLET	* Soil improvement * - Do -	BOOKLET
Info. & Awareness	*Motivating farmers for animal raising (dairy) *Farm-sanitation *Lit.Centre as info. Resource centre	VIDEO POSTERS	* - Do - * Bio - gas * - Do - * - Do -	VIDEO OHER
Credit & Finance	*Motivating farmers for coop. societies	POSTER	* - Do -	BOOKLET

Out of the areas thus identified, the following items and formats were selected by the group after the discussion, for development of literacy follow-up material:

1. A video film on dairy

2. Allied supplementary pamphlets on technical aspects viz. biogas, artificial insemination, diseases and their prevention, use of cow-dung for manure/compost.

3. Poster on farm-sanitation (if time permits).

Based on the decision taken above, the details of the video film viz. objective, content, visuals (Scenario) of script, narration, title etc. were discussed and finalized. The enclosed tables A & B give the necessary details.

TABLE A

RAISING DAIRY COW

SCENE	VIDEO	AUDIO	CONTENT
1	Cows scene	(N) On introducing cow-raising	Title
2	Ms. A's house;camera pans &closes up on Ms. A	(N) Ms. A's success story in brief	Motivational
3	Interview of Ms. A	(A) 's voice/Voice over of (N)	How Ms.A started; the past
4	Cows of Ms. A	(N) Enquiries about the procurement of cow	Hybrid cow Reliable source
5	Cow shed of Ms A (preferably without cows)	(A)'s voice/Voice over of (N)	How to construct a cow shed/imp. points to keep in mind
6	Ms A on screen	(N)Does it require spl. skills (A) No;one learns from experience	No spl.skill reqd. right persons/experienced persons can help
7	Cattle feed preparation and feeding. a.Preparation&feeding b.Items separately	(N) How to prepare cow-feed/grass/cassava fodder cropping etc.	Feed & feeding; timely &proper
8	Scene of farm sanitation	(N)Ms.A keeps her shed very clean.It prevents animal & human disease	On farm sanitation Cleaning of cow. making pot also
9	Vet. innoculating the cow	(N)What when the cow gets sick (N)I call a Vet; Voice over of (N):prevention of disease through proper innoculation is Ms. A's strategy	Disease & prevention

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TABLE A (cont'd)

SCENE	VIDEO	AUDIO	CONTENT
10	Scene of A.I. of cow	(N) continues:& more over:Ms A gets her cow insemi-:nated artificially through:A I technology;that gives:her better & healthy calves	Benefits of A.I.
11	a. Bio-gas plant-stove / using bio-gas b. Farmer applying manure to crop in the field c. Children drinking milk	(N) Ms A gets three addl.benefits apart form better income i/Energy through Bio-gas: ii/Farm manure iii/Nutrition for family	Advantages of Bio-gas Advantages of org. manure Advantages of milk for addl. nutrition
12	Ms. A speaks & scene changes to selling of a. Milk b.+Milking of cow & preparation	(N) How do you sell the milk ? (A) speaks;Voice over of (N)	Milk should be sold to the right agency to get maximum benifits
13	Ms. A taking money from the person who collected milk Ms.A counts money; smiles(camera stops/ scene freezes)	(N) What about your income from cow-raising (A) Speaks (no voice)	
14	Camera pans: Mrs. A's house ,her family; it stops at the cows	(N) Ms. A gets .....VND through cow-raising. You saw for yourself. It's not difficult. Why don't you try	Encouraging target audience to go for cow-raising

TABLE B

SHOOTING SCHEDULE

Sl.No:	SCENE	PLACE	TIME
I	Scene 4 : Cours of Ms.A	Cow shed of Ms.A	
	Scene 7a : Preparation of feed and feeding of cow	- Do -	
	Scene 6: Mr. A's interview	- Do -	
II	Scene 2 : Mr.A's house to Ms. A's interview (still)	Ms. A's house	
	Scene 3 : Interview of Ms A:	- Do - (inside)	9.00 AM to 1.00 PM
	Scene 12a: Ms A selling milk:	- Do - (outside)	
	Scene 13 : Ms A collecting money after selling milk	- Do - (outside)	
	Scene 11c: Children of Ms.A drinking milk	- Do - (inside)	
III	Scene 5 : cow shed	Cow shed of Ms. A (without cows)	
	Scene 8 : Cow shed sanita - tion	- Do -	
	Scene 9 : Vet.innoculating cow	- Do -	
	Scene 12b: Milking of cow & preparation for selling	- Do -	
	Scene 14: Camera panning for last scene		
IV	Scene 11b: Farmer applying manure	Field	1 PM to 2 PM
	Scene 7b : Fodder items	- Do -	
V	Scene 10/11a: Bio-gas/A.I.	location shooting	2 PM to 3.30 PM

5. DEVELOPMENT OF MATERIALS

After developing the curriculum grid and deciding on the format of the literacy follow-up materials, the group started working on further towards development of :

a. A video-film on milk cow raising
b. A supplementary booklet on milk cow raising
c. Pamphlet on Bio-gas.

For the purpose of material development, the group at this stage did not get divided into sub-groups and it was decided that the group as a whole would work for the shooting of video-film in the TAM BINH village, as this was the most crucial part of the material development process.

As decided, the group along with a video-film shooting unit, visited the TAM BINH village on 29 Nov. 1993 and did shooting at different locations as per the following scheme:

- Proposed Title of the film : "MS. LAU'S SUCCESS STORY" (Raising Milk Cows)
- Duration: 10 to 15 minutes:
- Nature: Documentary - feature
- Objective: Instructional as well as motivational
- Target: Illiterate/Semi-literate/Neo-literate farmers
- Content Areas :
  - Nature of cow to be purchased (Hybrid)
  - Requirements of cow-raising
  - Cow-shed construction
  - Cow-shed sanitation
  - Cow-feed
  - Inoculation and disease prevention
  - Artificial Insemination
  - Additional Benefits vis. bio-gas, organic fertilizer, nutrition for family

The shooting took place as per the shooting schedule prepared on the basis of the above content areas and the requirement of the film.

On 30 Nov. 1993, the group was divided into two sub-groups as follows :

Sub group for Video film:
Mr. Kenoh
Ms. Tippawan
Mr. Sinha

Sub group for supplementary materials:
Dr. Tuyen
Mr. Gu
Mr. Bounma

It was decided that Mr. Aoyagi, ACCU, will be associating himself with both groups.

The Sub-group for video-film did the post-shooting exercise viz. editing, sound track and music laying during the day in the studio and completed the film for field testing.

The Sub-group for supplementary materials worked on developing two supplementary materials during the day. The materials developed by them included:

1) A booklet on "Raising Milk Cow"
2) A folder on "Bio-Gas Production"

The entire group sat together on 01 Dec. 1993 and finalized the two supplementary materials.

While the booklet on "Raising Milk Cow" was developed as a guide book for the farmers, the folder was developed to provide specific and technical information to farmers on production of bio-gas. The target group for the booklet was identified as semi-literates/neo-literates, and that for the folder was identified as neo-literates.

On 01 Dec. 1993 in the afternoon session, the materials developed by the group were presented before the full house along with simulation of their actual use in the real life situation.

After presentation of the materials, the group sat together to discuss and finalize the programme of field testing.

A questionnaire for field testing was prepared by the Group incorporating questions on the video film, the booklet and the folder. The questions prepared by the Group were all with multiple-choice answers to facilitate field testing.

This exercise was followed by translation of the developed materials in Vietnamese for field testing.

6. FIELD TESTING

The Group visited the village TAM BINH for field testing of the developed materials on 02 Dec. For facilitating the field testing farmers (neo-literates as well as semi-literates) were invited to a central place in the village. In all 15 target group farmers had turned up for the exercise. In addition there were some villagers and literacy teachers/facilitators also in the assembly.

The process of field testing started with a welcome address. Then the modalities of field testing was explained to the farmers. This was followed by a brief presentation on the developed materials before the farmers. After finishing this initial exercise, the developed materials were put to test in the Following manner:

1. Screening of the video film " Ms. LAU's SUCCESS STORY ".
2. Distribution of the booklet " RAISING MILK COW FOR MORE INCOME "
3. Discussion and interaction with the farmers.
4. Distribution of the folder " BIO-GAS PRODUCTION '
5. Discussion and interaction with the farmers.

6. Re-screening of the video film.

After exposing our materials to the farmers, the structured question-answers session started. This was based on the questionnaire developed by the Group. At the outset the questionnaire was explained to the farmers with re-emphasizing the objective of the field-testing. Group members did some informal interaction with the farmers to make them easy and relaxed so that they respond to our quarries in a friendly environment. After this answers to our questions were invited from the farmers and the same were recorded in the questionnaire proforma. Since the answers were offered multiple answers to each question, this exercise was completed within a short time.

This was followed by an open house free and frank informal discussion on materials developed by us and also on the need of the farmers with regard to literacy follow-up materials. Some very good suggestions were put forward by the gathering, in addition to their observations and reactions in general and with regard to our materials in particular.

The details of the answers recorded from the target group farmers are contained in the enclosed Annex A.

Broadly, the result of the field testing can be summarized as follows :

1. Understanding of the materials was not a problem for the target group as they all responded to our questions..

2. The positive and the instantaneous response from the farmers showed that the areas selected for material development were need-based.

3. Language and illustration of the materials developed were appreciated universally.

4. While the farmers did not feel the need of any change in the video film, they suggested some improvements with regard to the booklet and the folder, which include :

   a) The chapter on cow disease in the booklet should be detailed out, incorporating symptoms of diseases and their treatment.

   b) The printing of the folder should be done with larger letters so that the reading becomes easier.

5. Besides the above suggestions, the farmers, in general, requested for developing another material on bio-gas giving more details.

6. The farmers were unanimous in their opinion that the materials developed were useful for them and will help them a lot in their profession. Many of them expressed that they were seriously considering for raising milk

This feedback, the Group feels, is a great achievement as the principal objective of developing the materials was motivation of the farmers to take up milk cow raising.

QUESTIONNAIRE WITH RESPONSES

Total No. of Target Group Farmers : 15

Sex : Male [ ] , Female [ ]
Age : Below 15 : None
Above 15 : from 25 to 70 years

I. VIDEO FILM : "MS. LAU'S SUCCESS STORY"
(Raising Milk Cows)

1. Do you understand the content of this film ?

   a. Yes: 15 b. No: 0

2. What is explained in the film ?

   a. Raising cow for meat: 0
   b. Raising cow for milk: 15
   c. Raising cow for selling it in market: 0

3. Is the message clear ?

   a. Very clear : 14
   b. Clear : 1
   c. Not clear :0

4. How about the music of the film ?

   a. Good : 14
   b. Average: 1
   c. Not good: 0

5. Did you like the film ?

   a. Very much: 13
   b. Not much: 1
   c. Can 't say: 1

6. Is the title of the film interesting?

   a. Yes: 13
   b. No: 2

7. Will this film help farmers take up cow raising ?

   a. Yes: 15
   b. No: 0

8. Will you take up cow raising after watching this film ?

   a. Yes: 4
   b. Yes, if I have money: 11
   c. No: 1

9. Would you ask others to watch this film for their benefit?

   a. Yes:: 15
   b. No: 0

10. What did you like most in this film ?

   a. story
   b. Music
   c. Narration
   d. Picture
   e. All of the above: 15
   f. None of the above: 0

11. What are other information given in the film apart from raising cow for income :

   a. Bio-Gas
   b. Organic Manure
   c. Nutrition for family
   d. All of above: 15

II. BOOKLET: "RAISING MILK COW FOR MORE INCOME"

1. Do you like the booklet ?

   a. Yes: 14
   b. No: 1
   c. Confusing: 0

2. What is message given in the booklet:

   a. Raise cow for additional income: 15
   b. Raise cow for meat: 0
   c. Could not understand: 0

3. What are the marketing possibilities of cow milk?

   a. Good : 15
   b. Bad : 0

4. Are the pictures of the booklet clear ?

   a. Yes: 15
   b. No: 0
   c. confusing: 0

5. How is the language of the book?

   a. Understandable: 15
   b. Difficult: 0
   c. Not clear : 0

6. Do you think this booklet to be useful ?

   a. Yes: 15
   b. No : 0
   c. Can't say: 0

7. How is the get-up of the booklet ?

   a. Good: 14
   b. Not good: 0
   c. Can't say :0

8. Will you ask others to read this booklet?

   a. Yes: 15
   b. No : 0

9. Will you take up cow-raising after you have gone through this booklet ?

   a. Yes: 14
   b. No: 0
   c. Can't say: 0

III. FOLDER: "BIO - GAS PRODUCTION"

1. Do you like the folder ?

   a. Yes: 14
   b. No: 0
   c. Can't say: 1 (He could not read)

2. Do you think the pictures are clear ?

   a. Yes: 14
   b. No: 0
   c. Can't say: 1

3. How is the language of the folder ?

   a. Understandable: 13
   b. Not clear : 0
   c. Difficult: 0

4. Have you understood the technique of biogas production through this folder ?

   a. Yes: 6
   b. No: 0
   c. Confusing: 0

5. Will you like to know the technique in more detail

   a. Yes: 6
   b. No: 0
   c. Can t say: 0

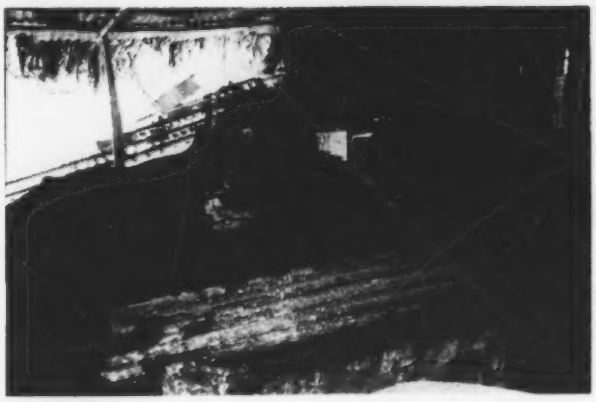
6. Do you think that the folder has helped you know something which you did not know/knew little ?

   a. Yes: 6
   b. No: 3

Materials developed by Group C

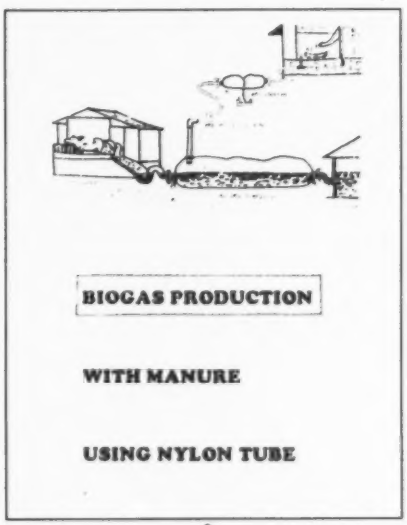
(1) Raising Milk Cow (video programme)

(For script refer to the Report of Group C)



(2) Bio-gas Production (pamphlet)

1



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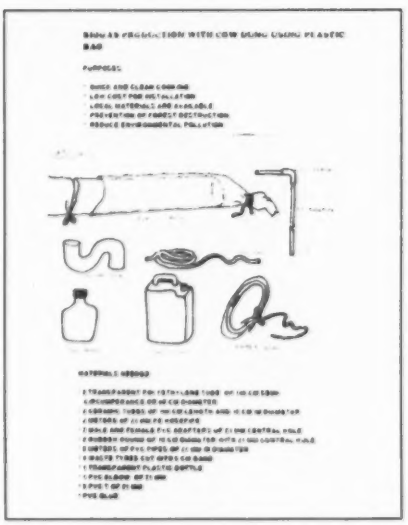

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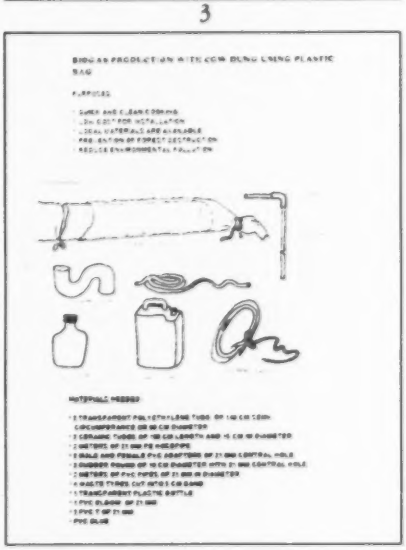
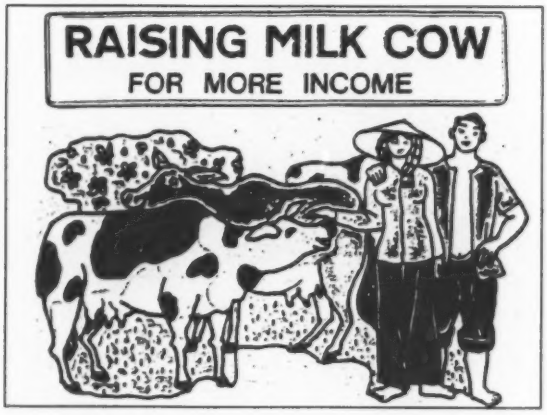
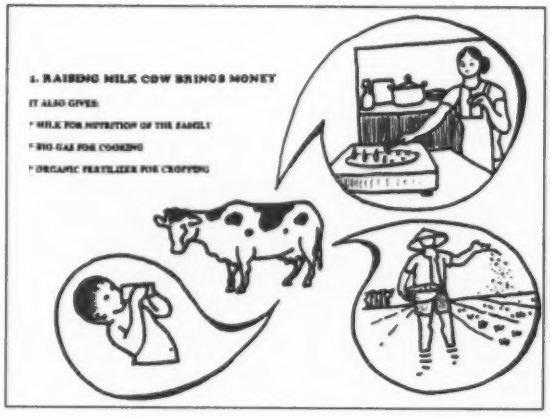


4

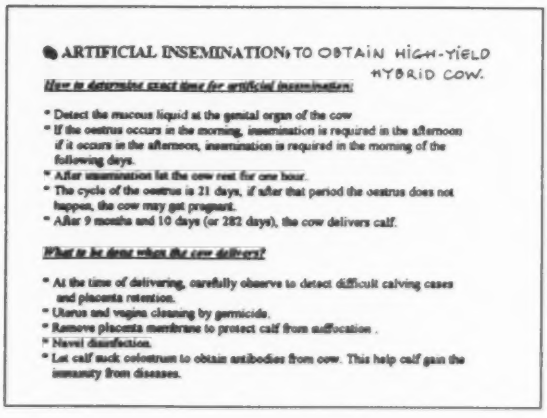
(3) Additional Income from Raising Cows (supplementary booklet)



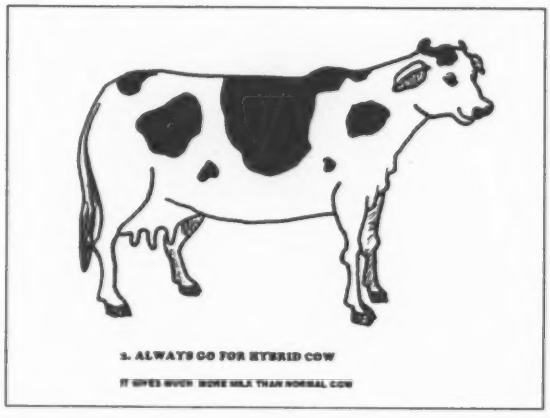
1


1. RAISING MILK COW BRINGS MONEY
IT ALSO GIVES:
* MILK FOR NUTRITION OF THE FAMILY
* BIO GAS FOR COOKING
* ORGANIC FERTILIZER FOR CROPPING

2


ARTIFICIAL INSEMINATION, TO OBTAIN HIGH-YIELD HYBRID COW.
How to determine exact time for artificial insemination:
* Detect the mucous liquid at the genital organ of the cow
* If the oestrus occurs in the morning, insemination is required in the afternoon if it occurs in the afternoon, insemination is required in the morning of the following days.
* After insemination let the cow rest for one hour.
* The cycle of the oestrus is 21 days, if after that period the oestrus does not happen, the cow may get pregnant.
* After 9 months and 10 days (or 282 days), the cow delivers calf.
What to be done when the cow delivers?
* At the time of delivering, carefully observe to detect difficult calving cases and placenta retention.
* Uterus and vagina cleaning by germicide.
* Remove placenta membrane to protect calf from suffocation.
* Navel disinfection.
* Let calf suck colostrum to obtain antibodies from cow. This help calf gain the immunity from diseases.

3



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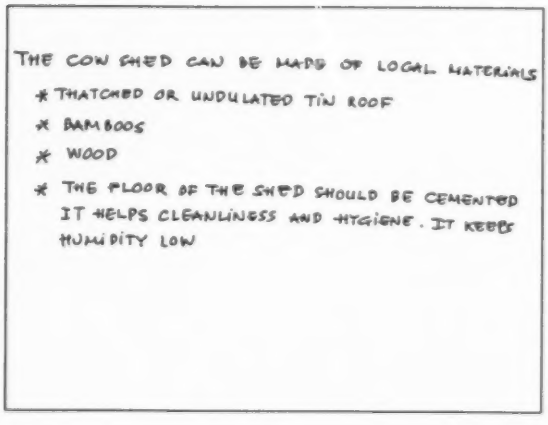
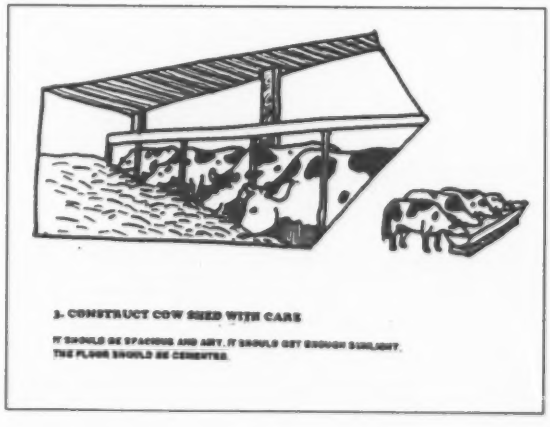

THE COW SHED CAN BE MADE OF LOCAL MATERIALS
* THATCHED OR UNDULATED TIN ROOF
* BAMBOOS
* WOOD
* THE FLOOR OF THE SHED SHOULD BE CEMENTED IT HELPS CLEANLINESS AND HYGIENE. IT KEEPS HUMIDITY LOW

5



6

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● **FEED**

Cow requires two kinds of feed:

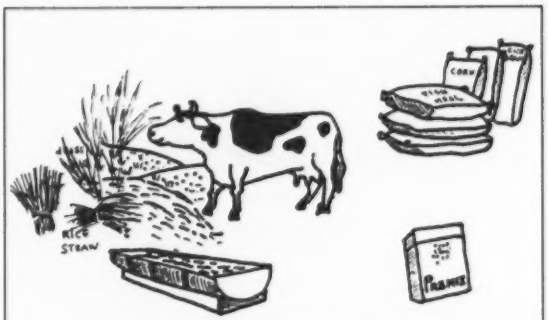
a. **Roughages:**

- " Green: Grasses (Elephant grass etc...)
- " Agricultural and agro-industrial products:
  - Rice straw
  - Sugar cane top
  - Corn stalk
  - Pea vines
  - Leaves of leguminous plants

b. **Concentrate feed:**

- " For energy provision:
  - Corn, Sborgum , Cassava Tuber
  - Rice or wheat bran
  - Molasse
- " For protein provision:
  - Fish meal
  - Cake of soybean, peanut, sesame or cotton seed
- " Other feeds:
  - By-products from beer brewery
  - Wastes from fruit processing industries
  - Minerals & Vitamines (Premix)

7



4. FEED THE COW TIMELY AND PROPERLY

COW REQUIRES ROUGHAGES AS WELL AS CONCENTRATE FEED

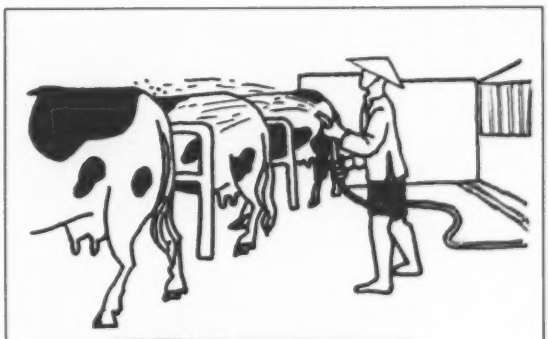
8

● **SHED SANITATION:**

To avoid disease contamination and improve the health of cow you have to:

- " Shower the cow two times per day
- " Keep ventilation
- " Remove excessive humidity by drainage system.
- " Monthly liming or disinfection the shed
- " Eradicate external parasites.
- " Comb the coat of cow
- " Clean the hoof by brush
- " Cut the hoof by scissors

9



5. COW SHED SANITATION IS VERY IMPORTANT

ALWAYS KEEP THE COW SHED AND THE COW CLEAN

10

● MILKING:

Before milking you have to:

- " Clean the milking parlor
- " Clean the udder
- " Stimulate the milking process by using your hand or calf sucking

Then,

- " Milk with your hand, store milk in clean buckets
- " Filter the milk with fine cloth
- " Pasteurization

11

6. COW IS MILKED TWICE A DAY

EARLY IN THE MORNING AND LATE IN THE AFTERNOON

12

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● **DISEASES:**

Type of disease	Prevention & Treatment
Haemorrhagic septicaemia	Vaccination + Antibiotics
Foot-and-mouth disease (FMD)	Vaccination
Rinderpest	Vaccination
Tuberculosis	Destroy animal
Brucellosis	Destroy animal
Mastitis	Antibiotics + Shed sanitation
Metritis	Antibiotics
Intestinal parasites	Parasite eradication by using drug

13

7. TAKE SPECIAL CARE OF COW'S HEALTH

INNOCULATE YOUR COW TIMELY. IT PREVENTSDISEASES AND SAVES MONEY ON MEDICATION TOO.

14

USING COW DUNG AS ORGANIC FERTILIZER
IT IS EASY TO GET HIGH PRODUCTIVITY OF CROPS

15

8. COW DUNG IS A GOOD ORGANIC FERTILIZER

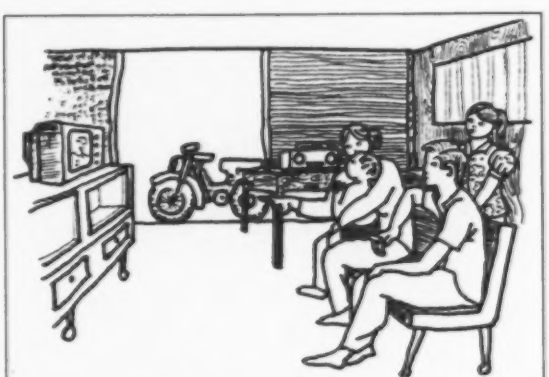
IT GIVES YOU BETTER CROP AND RESTORES SOIL FERTILITY.

16

9. COW MILK HAS A VERY GOOD MARKET

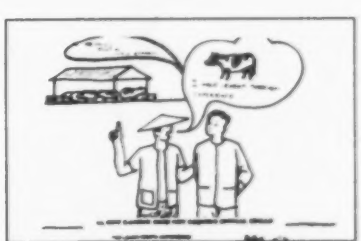
YOU CAN SELL IT TO THE VILLAGERS. YOU CAN SELL IT TO THE MILK COMPANY.

17



10. RAISING MILK COW BRINGS PROSPERITY

18



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Chapter III

Country Reports and Planning of National Follow-up Activities

1. Country Reports

Afghanistan, Bangladesh, Bhutan, Cambodia, China, India, Indonesia, Iran, Laos, Malaysia, Maldives, Mongolia, Nepal, Pakistan, Papua New Guinea, Philippines, Thailand, Vietnam

2. Plans of Follow-up Activities

Afghanistan, China, Indonesia, Maldives, Mongolia, Papua New Guinea, Philippines. Thailand, Vietnam

Chapter III:
Country Reports and Planning of National Follow-up Activities

1. COUNTRY REPORTS

AFGHANISTAN

Abdul Majid Sajed
President
Literacy Affairs Office
Kabul

The Literacy Affairs Department in view of the aims and objectives of the Islamic State of Afghanistan as semi official and out of school educational organization has a vast responsibility and vital role in literature and educating the illiterates which includes both adults and youth of our country.

The adults are categorized in sex groups (male and female). The male are involved both in official organizations of the government and private agricultural and animal raising fields of the country. Moreover, there are people that for some reasons were not able to continue their studies through literacy courses. For this purpose the Literacy Affairs Department organized separate programmes which are either being implemented or will be implemented one after another in the future. Those programmes are as follows:

1. General literacy programme
2. Literacy programme for women
3. Literacy programme for farmers
4. Literacy programme for out of school population
5. Supplementary education programme
6. Literacy follow-up materials programme
7. Population education

Here I am going to introduce briefly the literacy programme for farmers and farmers cooperatives. Since Afghanistan is an agricultural country the Islamic State makes every effort to help the farmers and animal breeders to increase their products. In this connection the government has set up literacy courses for farmers and members of the farmers cooperatives particularly in the rural areas of the country with the following aims and objectives:

- To literate the farmers and animal breeders of the country.
- To upgrade the information of the farmers and animal breeders in the areas of agriculture and animal raising
- To introduce mechanized agriculture and animal raising and show the advantages of the modern system over the traditional one.
- To inform the farmers and animal breeders about the advantages of the chemical fertilizers improved seeds, pesticides and insecticides and vaccines against animal diseases.
- Awareness of the farmers regarding better systems of irrigation
- Awareness of the farmers about Islamic economic-cultural and social sciences, education gaining skills and knowledge of numbers and numerical writing and their utilization in daily life.

Through all the above mentioned programmes whatever could be learned they are as follows: fundamentals of agriculture, preparing the land for cultivation, use of proved seeds, utilization of chemical fertilizers, cultivation alternation, the system of irrigation, struggle against diseases, professional cultivation, plantation of fruit tree, making good use of domestic animals and vegetables and other issues of daily life and agriculture and animal raising.

The aforementioned programmes are taught through three textbooks, the first of which is basic literacy, the other two books are for strengthening of literacy and increasing the professional information of the farmers and animal breeders.

The graduates of these programmes are equivalent to the third grade of the primary school. If their ages are suitable they could continue their study formally. If not after passing the qualification examination they could continue their higher education through supplementary education. In view of what has been mentioned, there are also many needs and problems.

- The oppressed nation of Afghanistan during 14 years of indefatigable arm struggle against the previous Soviet super power suffered many spiritual and materials ruins and destructions. During the 14 years of war our national enemies of independence and territorial integrity not only severely damaged the material and human forces of our country, but they also inflected heavy and strong blows upon educational infrastructure the signs and result of which are clearly visible in our devastated country and for sure all nations and human societies are well aware of them particularly our farmers and animal breeders highly suffered because their agricultural fields, gardens, streams, irrigation networks, educational institutes, communication and transportation systems were destroyed. So under these conditions it would be difficult to implement 100% literacy follow-up materials on agricultural-vocational training for adults in rural areas. In order to solve these problems, we are in great need of help and cooperation of friendly counting and international organizations, particularly UNESCO.

  Lack of stationery is another problem which we are facing at present because we are not able to publish enough books and reading materials for farmers, literacy courses. Any kind of help from any source will be highly appreciated in this

connection. It is my duty to express my heartfelt thanks to ACCU for funding the printing cost of some of our books. Training of professional personal through participating in training courses, workshops, seminars is of utmost importance for us because without trained personnel we will not be able to overcome the existing problems in literating our illiterates, which comprise the majority of our population.

Lack of audio-visual materials and equipment like educational films, video cassettes, radio cassettes, slides, projectors, cameras, overhead projectors and so on.

- Transportation is another obstacle which prevents us to implement our plans of action successfully, particularly in the rural areas.

- Regarding successful implementation of strategies of development of literacy follow-up materials on agricultural vocational training (Horticulture and animal raising) for adults in the country. I would like to point out that Afghanistan is an agricultural country which 90% of her population is involved in agriculture and animal raising. Some of the agricultural products like grapes, raisin, almonds, pistachio, walnuts, karakul skins, wool and medical herbs are exported to foreign countries. In exchange some hard currencies and necessary equipment which facilitates the successful implementation of the literacy programmes including literacy follow-up materials which are very important for the training of farmers and animal breeders are imported. We are sure that this education and training will upgrade the standard of living of the farmers and animal breeders by upgrading the quality and quantity of their products.

The AJP materials really play an invaluable role in the life of neo-literates, particularly in rural areas by using the instructions of AJP materials they could learn to live better in their families and their societies and they could play an important role in socio-economic as well as political and cultural issues of our society.

BANGLADESH

Md. Altaf Hossain
Programme Officer
Bangladesh National Commission for UNESCO
Ministry of Education, Dhaka

Bangladesh is one of the least developed countries located in the South Asian Region. Like all other LDCs Bangladesh is also beset with all the limiting factors relevant with underdevelopment and vicious circle of poverty. It experiences wide temperature variations and heavy rainfall, often associated with tropical cyclone tidal bores and floods. Very often such devastating natural calamities visit the country causing colossal damages to standing crops, cattle-heads, housing infrastructure and other resources.

Bangladesh with a population of about 120 million ranks as the 6th most populous country in the world. Pact in a land area of 55,598 sq. miles (144,499 sq. km) the average density is nearly 2,020 per sq. mile.

Bangladesh is predominantly an agricultural country. The full development of its agrarian economy is dependent on education and training of the vast multitude of its rural population now employed mostly in agricultural pursuits. Unfortunately the literacy situation in the country is one of the lowest in the region. The present literacy rate in the country is only 38% of which 17% are female. The situation in rural areas compares very miserably with the urban areas.

Efforts to bring all population into the embed of education including adults are being made by the introduction of compulsory primary education and through a programme of non-formal education, main components of which are pre-primary education, education of the unschooled children of the primary age group, education of the drop outs, adult education, continuing and post-literacy education for neo-literates.

Development of follow-up literacy materials or post-literacy materials are needed for a number of reasons.

a) To arrest the tendency of relapse into illiteracy by the neo-literates and the school drop outs: experience show that if children completing education even up to grade IV and V are left without cultivation of the reading habit, most of them relapse into illiteracy partly or wholly. It is essential to provide them with post-literacy reading materials so as to retain their literacy skills and also to enhance it.

b) In order to make the education exercise functional one or in other words to make it relevant to the vocational needs of the neo-

literates post-literacy materials designed and structured in a way to enable enhancement of their professional skill and knowledge base is very much essential.

c) To enable participation of all the people of the crucial age group to participate in development of the economy, specially by undertaking poverty alleviation activities, by intensive use of our limited agricultural land, by adoption of improved farm practices, cattle breeding, pisciculture, etc. such post-literacy materials, working as guiding documents are considered very much useful and necessary.

d) In a country like Bangladesh whose economy is mostly agrarians in nature, people engaged in agricultural pursuits are very much in need of development of basic skill specially in areas like horticulture and animal raising for which post-literacy materials require to be developed.

e) For the livestock sub-sector it is not possible on the part of the government to provide required amount of veterinary services at the grass root level. As a result cattle epidemic and other cattle diseases require to be faced more by preventive measures than by curative ones and for that reason, people engaged in animal raising are required to have basic knowledge and skill on animal health so as to ensure minimizing disease, malnutrition and animal fatality reading materials providing such basic information and skill are essential to be provided to the neo-literates of the rural areas.

In Bangladesh animal raising has been faced with serious problems in respect of nourishment and nutrition of farm animals because of the fact that traditional pasture ground have been denuded of cattle feed, especially grass and leafy growths by wide scale spraying of pesticide and toxic chemicals. Pasture land are being increasingly brought under cultivation of food crops. Thus it has become essential for our farm people to be provided with appropriate knowledge regarding alternative sources of cattle feed and for that learning materials for rural population are of immense need.

Problems

Concerned by the low literacy rate and the urgency of developing human resources with a view to ensuring an early take-off in the economy of the country the government have embarked upon a major programme of redesigning and restructuring the education policy and education system of the country, has introduced compulsory primary education with effort from January 1993, and has launched a programme of non-formal education which comprises a number of components including continuing and follow-up Education for the Neo-literates. In order to implement this programme enormous amount of resource mobilization is one of the main problems.

Besides, production of learning materials for the neo-literates is required to be multi-disciplinary in nature so as to cater to the varied needs of the target people. To meet this situation efforts are being made to ensure package production of post-literacy follow-up materials in joint collaboration with the various nation building departments and ministries like, Health and Family Planning, Agriculture, Livestock and Fishery, Forest and Environment, etc.

Successful Cases and Strategies:

In Bangladesh both the Government as well as a number of Non-Governmental Agencies are engaged in the development and distribution of post-literacy materials. Expansion of Integrated Non-formal Education Project of the Primary and Mass Education Division is the main Government agency responsible for production of literacy materials including literacy follow-up materials for use by the neo-literates.

A booklet entitled "Kajer Katha" which means "Useful Ideas" has been published by them. In that booklet a few items relating to horticulture and animal raising arè incorporated along with other informations relevant to neo-literates. Besides, the departments of agriculture, fisheries and livestock are also publishing information materials in the form of booklet, posters, leaflets addressed to rural farm people including neo-literates. These materials are also developed in simple and easy language giving pictures and catchy words to make them attractive to the addresses.

Of the Non-Government Organizations (NGOs) Dhaka Ahsania Mission is one of the leading ones in the production of post literacy materials. They have so far published the following 5 titles:

1. Payara, Kola-o-Papawa Chash
   (Guava, banana and Papaya Cultivation)
2. Masser Abad (Pisciculture)
3. Phal Chash (Cultivation of Fruits)
4. Nursery
5. Murgi Palane Janar Katha
   (Technique of Poultry Raising)

Production of National Version of AJP materials:

Of the four national versions of AJP prototype materials produced in Bangladesh the following two have been developed and published by the Dhaka Ahsania Mission:

a) Useful and Simple Knowledge for Everyday Living.
b) Games with Proverb Cards.

Post-literacy/continuing education curriculum:

Recently guidelines on curriculum for development of literacy follow-up materials has been developed. Major contents are given in the following table.

Major Curriculum Contents for Post Literacy Materials

Primary Health Care	Cleanliness	Maternal and Child Care	Immunization	First Aid	Essential Drugs	Health Problem in Slum Areas	Common Infectious Diseases	
Nutrition	Balanced Diet	Food Value and Source	Weaning Diet					
Population Education	Population Book	Family Planning	Responsible Parenthood					
Sanitation and Water	Construction and Use of Latrines	Installation & Maintanance of Tubewells	Use of Rain Water	Positive Sanitary Behavior				
Environment	Tree Plantation	Cleanliness Campaign	Drainage	Road Construction through Community Participation	Pollution Control			
Women in Development	Family Law: Rights of Women	Measures to Enhance Status of Women in Society	Gender Disparity					
Law	Family Law	Labour Law: Equal Wages and Rights of Children	Law of Inheritance and Land Law	Civil Rights				
Organization	Group Formation and Activities	Cooperatives	Society Club	Serial Responsibilities of Organization	Banks			
Recreation	Formation of Club and Libraries	Sports & Games	Folk Culture, Cultural Activities	Use of Media				
Social Values	Discipline	Corruption Control	Drub Abuse					
INCOME GENERATION								
IA: Agriculture	Kitchen Gardening	Cereal Crop Production (paddy, maize, wheat)	Vegetable Cultivation	Cash Crop (cotton, jute, sugarcane)	Pulses & Seed	Fruits Cultivation	Seed Preservation	Floral Cultivation
IB: Fishery	Fish Culture Rearing	Paddy cum Fish Culture	Shrimp Culture					
IC: Livestock	Dairy Cattle Rearing	Chick Rearing	Duckery	Poultry Farming	Animal Poultry Feed	Goat Rearing	Disease Control	
II: Cottage Industry	Weaving	Jute/Cane/Bamboo Production	Bee Rearing	Rice Husking	Nakshi Katha	Dress Making	Pancake (Pitha) Making	
III: Petty Trade	Hachery	Tea Shop	Carpentary	Tailoring	Rickshaw, Van and Cart Driving	Repair & Service	Grocery	Fruit & Spice Processing

BHUTAN

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Background

Bhutan is land-locked and is bordered by India in the South, and by China in the north and north west. Bhutan has a land area of 46,500 km^2. It is almost entirely mountainous with flat land limited to the broader river valleys. It has an estimated population of 600,000. Bhutan has four seasons viz. winter, spring, summer and autumn. There are 20 Dzongkhags (districts), each under the charge of a Dzongda (district administrator) responsible for civil administration and development activities.

Bhutan's economy is based on agriculture. Agriculture is the means of livelihood of the majority of the people in Bhutan. For this reason, the government has been giving paramount importance to increasing and improving both the quantity and quality of agricultural products for the country to achieve self-sufficiency in food grains and to have a marketable surplus for sale. Animal husbandry plays an integral part in the farming system in Bhutan. Farmers keep cattle for drought and milking purposes, in addition to few chickens and some pigs for slaughter. At high altitudes, herds of yak and sheep are kept on pasture.

Only 9% of the total surface area of the country is potentially able to be used for cultivation, 71% consists of forest and the rest is wilderness. The majority of the land holders have less than 5 ha of land, an estimated 27% of holders have less than 1 ha, while a further 30% have 1-2 ha. Only 10% have 5 ha or more (CSO, 1990)*

The main crops grown are paddy, maize, wheat, barely, buckwheat, millet and mustard. Other cash crops include potatoes, apples, chilies, ginger, oranges and cardamom. Vegetables like cabbage, cauliflower, beans, peas, chinese cabbage, carrot, tomato, eggplant, radish, asparagus, garlic, onion, okra and lettuce are cultivated throughout the country seasonally. Two types of agricultural systems are being practiced, namely the integral subsistence system and the mixed subsistence/cash cropping system. The majority of the farming activities are dependent on rainfall. Extensive projects are being implemented by the Department of Agriculture to extend the irrigation facilities. Several research centres have been set up to carry out research on all aspects to increase the production of agricultural products in the recent years.

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* C.S.O. (1990)(Central Statistical Office)
Statistical Yearbook of Bhutan 1989.
Thimphu: Planning Commission, Catalogue No.101,
pp 92

Problems/needs of development of literacy follow-up materials on agricultural vocational training for adults

Education has existed in Bhutan the fifteenth century. Many monks were sent to Tibet for 10-12 year courses in Buddhist scripture, religion and medicine. The learned monks came back to Bhutan and started small centres of religion, culture and medicipe all over the country. It was only during the time of the third King (1952 to 1972) who began the present education system through an English medium. Since then the Department of Education have been making efforts to increase the literacy rate in the country. It is estimated that the literacy rate is 30%. Since the literacy rate is only 30%, there are many problems faced by the Ministry of Agriculture in the process of implementing the development programmes. Although low percentage of the adult farmers can read and understand Buddhist scripture, majority of the adult farmers cannot read/understand either Buddhist scripture or English. Therefore there are many problems faced by the agricultural extension agents in the process of their extension services, like while introducing: new varieties of crops; scientific ways of maintaining soil fertility; use of chemical fertilizers; use of insecticides and fungicides; treatment of domestic animals for minor sickness etc.

There is therefore a great need for development of literacy follow-up materials on agricultural vocational training for adults. It is the responsibility of the Departments of Agriculture and Animal Husbandry under the Ministry of Agriculture to conduct vocational training for adults and also develop literacy follow-up materials.

Successful cases and strategies of development of literacy follow-up materials on agricultural vocational training for adults

In an attempt to achieve the goal of "Education for All" by the year 2,000, the Royal Government of Bhutan has taken several steps to increase the literacy level of the population, to teach the basics of education, health, agriculture and animal husbandry. At the national level, Division of Education (DOE), National Woman Association of Bhutan (NWAB) and Dzongkha Development Commission (DDC) have formed Co-ordination Committee and also Implementation Committee.

Several sets of literacy follow-up materials on basics of education, agriculture and animal husbandry have been developed up to level III (sample can be seen separately) and being taught in

the non-formal education centres established in different parts of the country.

The Department of Agriculture, has set up the Farmer-Extension Communication Support Unit (FECSU) with the responsibility to develop literacy follow-up materials on agricultural vocational training for adults. Some of the materials developed are presented here separately. The FECSU has been developing and distributing sets of literacy follow-up materials on agriculture in order to educate the farmers in horticultural practices.

Likewise the Department of Animal Husbandry has its own Extension and Communication Support Unit. Some of the copies of the literacy follow-up materials developed are presented separately.

Recent progress on production of the national versions of the AJP materials

As already presented above, the different organizations are in the process of continuously developing, field testing, adapting/improving and distributing the literacy follow-up materials to the target groups who are the adult farmers in rural areas. It can be said that a lot of progress has been made in this venture but there is still a long way to go to fulfill the goal of achieving literacy among the adult farmers.

Conclusion

I would like to conclude by saying that it is certain that such Regional Workshop will help the participating countries to share and work together on preparation of Literacy Follow-up Materials on Agricultural Vocational Training for Adults in Rural Areas. This Workshop I am sure is not limited to just preparation of literacy follow-up materials but extends to further strengthening the cooperation and friendship among the participants from different countries of Asia and Pacific Region.

Lastly, I on behalf of my country Bhutan and on my own behalf, would like to thank the Asia/Pacific Cultural Centre for UNESCO (ACCU); the Ministry of Education and Training, Vietnam; the Vietnam National Commission for UNESCO and the organizers of this 11th Regional Workshop for inviting and enabling me to participate and share the ideas while working together.

CAMBODIA

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ADULT LITERACY IN CAMBODIA

Problems and Needs

Although there are no statistics, it is roughly estimated that well over half of adult women are illiterate while around twenty per cent of adult men are illiterate.

The reasons for this discrepancy include a combination of cultural and economic factors. Educating girls is not regarded as necessary as it is for boys since girls are expected to get married and be mostly involved with housework and raising children. In some remote areas, it is still said that girls should not learn how to read and write, otherwise they will write love letters. Girls are kept at home to look after younger siblings, do household work or productive activities. If girls are sent to school, 2 or 3 years are often regarded as sufficient, while boys are encouraged to at least complete primary school or go beyond. If a family cannot afford to send all their children to school they will send boys rather than girls.

In the 1960's the number of schools increased considerably and in areas where there were no state schools, monks taught primary school at the pagoda, but only to boys. Adult literacy classes also existed. The whole education system was disrupted by the war in the first half of the 1970's, totally destroyed in 1975 and non-existent until 1979. In 1979, the education system was reestablished throughout the whole country, but its qualitative improvement has been limited by a dire lack of human and material resources. First-grade enrollment is estimated at 70-80% but dropout rates are very high, which perpetuates the problem of adult illiteracy.

Large-scale National Literacy Campaign (1979-1988)

In 1979, the new government launched a large-scale literacy campaign throughout the country. All government institutions were mobilized in this effort. Classes were open in most villages by volunteer teachers under the supervision of commune level "maitres de base". In the beginning of 1988 the campaign was closed and it was claimed that according to enrollment figures in the literacy classes, 93% of the adult population was now literate.

However, the remarkably large number of people who did attend classes did not necessarily become literates, and when they did, they quickly forgot their

newly-acquired skills because there were no post-literacy programmes nor reading materials available. The campaign was a remarkable effort given the circumstances, but because of the lack of human and material resources, teachers did not have access to training or to a handbook, not enough books were available, students lacked pencils and paper, the contents and methodology of the manual were not well adapted to the needs of an adult rural population, standards for achievements lacked a clear definition.

Small-scale Production of Post-Literacy Materials (1986-now)

In order to provide post-literacy reading materials to women who attended the classes of the National Literacy Campaign. the Women's Association of Cambodia, in cooperation with the Ministries of Education, Agriculture and Health, produced a series of 30 booklets related to health, agriculture, family economics and child development. The booklets were written in simple language and illustrated. The inter-sectorial team was trained by an adult education expert from India. From 1987 to 1989, booklets were produced in 20,000 copies and distributed in selected villages of all districts of 12 provinces. Village level Women's Association staff organized monthly village meetings in the course of which booklets were read and discussed. Booklets were circulated from home to home and read by family members and neighbours as well.

From 1990 to 1993, the same booklets were reproduced in 25,000 copies each and distributed only to women participating in community development projects implemented by the Women's Association such as a credit scheme for income generation, family food production and cow banks. This mode of distribution allowed better monitoring. New booklets are being produced.

Small-scale New Basic Functional Literacy Programme (1992-now)

In 1992, it was decided to have a new basic literacy programme especially designed for women in rural areas, which would address their daily life concerns, would be linked to community development activities and would use a methodology suited for non-formal adult education. The inter-sectorial team first went on a study tour to Thailand to observe all aspects of the Nonformal Adult Education Programme there: curriculum development, teacher training, classes, etc.

A Khmer-speaking expert from Thailand trained the inter-sectorial team in all aspects of the programme. Under his supervision, the team conducted surveys in the villages, developed a curriculum, a student's manual, a teacher's manual, a training module for trainers and one for teachers. The objectives of the programme are for women to acquire basic functional literacy and numeracy skills as well as practical knowledge which will help them improve their living conditions. Teachers are selected among villagers who have a good basic education, who are respected and trusted by the villagers and who are motivated for this work. For the pilot phase, the team trained 8 provincial trainers and 18 village teachers.

The first three-month session is currently taking place in 18 villages which have credit or family food production activities, in 4 provinces, for 400 students. In addition, 8 NGOs are using the same books and methodology with a total of 700 students in villages where they have community development activities. The pilot project will be evaluated at the end of January and the manuals revised, before the programme is expanded to other villages and provinces. The team will soon start revising existing post-literacy materials and designing new ones.

New National Plan for Adult Literacy

In the last two years, the Adult Education Department, Ministry of Education had been working on the revision of the adult literacy manual used during the National Campaign.

The government has set the objective of eradicating illiteracy by the year 2,000, but no national plan of action to achieve this goal has been developed yet. Cambodia will need external technical assistance and funding to achieve this goal. UNESCO is now starting to support the Adult Education Department: last year, staff were taken on a study tour to Thailand, this year the APPEAL series is being translated into Khmer and in-country training of planners is planned for next year.

Literacy Materials on Agriculture

Developed by the inter-sectorial Cambodian team, Women's Association, Ministries of Education, Health and Agriculture, for post-literate women in rural areas.

- How to make compost
- Cattle diseases
- Vegetable gardening
- Pig diseases
- Dry season rice farming
- Cabbage growing
- Tomato growing
- Chicken diseases
- Silk production
- Mushroom growing

Planned:

- Natural insecticides
- Techniques for family agriculture
- Family food production
- Family ponds

CHINA

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I. Preface

It is recognized that the urgent task for the developing countries in the world is developing their national economy, which depends on science and technology as well as vocational-technical training for labourers.

China is a big agricultural country with a population of 1,100 million among which 80% live in rural areas. Therefore, agriculture has been playing a key role in her economic development. Since the foundation of the People's Republic of China in 1949, the Chinese government has been making unremitting efforts to raise social productive forces in agriculture, quicken the rural economic development, keeping increasing farmers' income and improve their livelihood.

Since China began to carry out the policy of reforming and opening to the world in the late 1970s, rapid development has been made in agricultural production. It has basically supplied 1,100 million people with adequate food and clothing and is helping them to be fairly well-off in the near future.

However, the per capita agricultural resources in China are far from abundant. The cultivable land per capita is 0.12 hectare, which is less than one third of the world average. Thus it is of special significance to resort to science and technology to develop highly-efficient agriculture.

Education plays an essential role in the direct transformation of advanced agricultural science and technology into productive forces. It is only through education that farmers can learn and understand science and technology and improve their cultural and technical qualities. The Chinese government has always attached great importance to rural education, including adult literacy education and literacy follow-up education for neo-literates.

II. A survey of vocational-technical training for adult neo-literates in rural areas in China

It is an extremely arduous task to improve the scientific and cultural level of the 900 million Chinese rural people. While reinforcing rural education, the Chinese government at different levels has devoted major efforts to eliminate illiteracy, and has already achieved remarkable success. In recent years about 5 million rural adults in the prime of their lives become neo-literates per year. According to statistics, the proportion of illiteracy in 1992 is 64 percentage points low than that of 1949, when New China was founded. Today, there are altogether 147 million people who have been ridded of the label of illiteracy. The proportion of literates from the age of 15 to 40 to the whole population has reached 91%.

Along with the development of agricultural production, more and more farmers realize that technology is the key to shaking off poverty just as learning to read to eliminate illiteracy. It is absolutely necessary to learn advanced agricultural science and technology in order to be rich and prosperous.

While eliminating illiteracy in rural areas, the Chinese government at different levels has taken various measures to offer vocational-technical training to rural young and middle-aged neo-literates. The number of technical training schools has increased from 34,000 in 1989 to 271,000 in 1992, while the number of the farmers trained or being trained has raised from 10 million in 1990 to more than 33 million in 1992.

Technical Training for Farmers

Year	No. of Schools (10 thousand)	No. of trained (10 thousand)
1989	3.41	1037.79
1990	3.82	1049.59
1991	21.74	2786.66
1992	27.14	3344.50

Technical training for the young and middle-aged neo-literates in rural areas has promoted economic development. There are many typical cases all over the country. For instance, a combination of agriculture, science and education has been practised with persistence in Danan Country, a suburban area in Changchun City, Jilin Province. Since 1990, more than 2,000 people have received technical training every year, which accounts for more than 30% of the total labour force of the country. The mass technical training has brought a general improvement of the farmers' cultural and technical qualities and a rapid economic development in the country. The total industrial and agricultural output value of the whole country has increased nearly tenfold within 9 years, from 11 million *yuan* in 1984 to 105 million *yuan* in 1992.

III. A survey of the development of teaching materials for vocational technical training of adult neo-literates in China's rural areas

In recent years, great progress has been made in compiling vocational training and reading materials for adult neo-literates in rural areas in China.

So far there have appeared nearly one thousand various practical rural technical training and reading materials in China and some of them are well-written, such as *Fujian's Courtyard Economy* and *Hubei's Sills to Shorten Apple Trees*. These two books won respectively the first and the second prize in the competition of all-illustrated teaching materials for

neo-literates in Asian/Pacific areas sponsored by the ACCU in 1992.

To meet the actual demands in our country, People's Education Press and Henan Provincial Education Commission have translated and edited 12 different AJP teaching materials published by the ACCU in 1990 and 1992.

To meet the actual demands in our country, People's Education Press and Henan Provincial Education Commission have translated and edited 12 different AJP teaching materials published by the ACCU, among which are *The Art of Bamboo Weaving, Fish Needs Plenty of Oxygen* and other technical training materials for farmers.

As a country of a large population and vast territory, there is disequilibrium in China's economic development. There are also many differences in her natural conditions, so the requirements for vocational technical training materials differ a lot in different rural areas. Therefore, most of the training materials are compiled under the responsibility of the Education Department of separate provinces (or autonomous regions, or municipalities directly under the Central Government). In many prefectures and counties, a number of teaching materials have been compiled, which are especially suitable for that particular area.

1. Today, China has seven provinces that have compiled *Practical Science and Technology* in line with the requirements stated in the Syllabus for Literacy Follow-up Education issued by the State Education Commission. The book serves as the cultural and technical teaching materials to the local farmers.

2. Practical technical reading materials for neo-literates. The State Education Commission has so far collected 119 practical technical reading materials for rural adult neo-literates, including 13 of general knowledge, 43 of planting, 52 of breeding or aquaculture and 11 of processing and other techniques.

3. Papers and magazines published for rural adult neo-literates to learn general knowledge and techniques, including:

1) *Practical Science and Technology in Rural Areas*, a magazine sponsored by the Leading Group of General Reform and Experiment in Rural Education under the State Education Commission together with Hebei Provincial Education Commission, is specialized in introducing various scientific and technical knowledge suitable for rural application.

2) *Adult Education in Rural Areas*, a magazine chiefly run by China Adult Education Association, Adult Education Department under the State Education Commission and some other setups, has in each issue a special column reserved for rural practical techniques.

3) *Literate Education* ran by Heilongjiang Provincial Education Commission and *Learn to read and write* by Yunnan Provincial Education Commission, two papers distributed freely to the neo-literates, have special pages for various advanced scientific and technical knowledge in agriculture, as well as features about how some of the newly-literated farmers have become rich after they have learned some techniques.

4) *Rural Vocational - Technical Training Telecourse Materials*, compiled by China Liaoyuan Broadcasting and Television School, spreads practical scientific and technical knowledge in rural areas through telecourse.

Although China has exerted herself on the development of teaching materials, there are still a lot of problems and difficulties on how to meet the demands of hundreds of millions of neo-literates who want to continue their studies. For instance, the teaching and reading materials we now have are far from sufficient for the needs of the vocational-technical training for rural neo-literates, and practical technical teaching series with which rural newly-literated people can study by themselves are especially in want of. Our teaching and reading materials are lack of variety because most of them are in written language while audio-visual materials are badly short of. Some rural areas, with too many neo-literates and with their comparatively less developed economy, have difficulty in providing these materials.

IV. Programme for the development of literacy follow-up training materials for rural adults in China

In order to further develop the training materials for newly-literated adults in rural areas, the National Seminar on the Preparation of Literacy Follow-up Textbooks and Reading Materials was held in Changchun, Jilin Province from June 25 to July 2 this year, which was a follow-up activity to the 10th Asian/Pacific Regional Workshop on the Preparation of Literacy Follow-up Materials.

The seminar worked out the National Plan on the Preparation of Reading Series for Literacy and Literacy Follow-up Education. Among the defined 66 items, the contents of 38 items were preliminarily decided, including 15 on literacy stage and 21 on intermediate/consolidating stage. There are 16 provinces (autonomous regions, or municipalities directly under the Central Government) that will undertake the task to compile the series.

The series includes 5 categories: citizenship education, cultural education, common knowledge education, hygiene and health education, and the education of practical technical knowledge. The whole series is expected to be finished within 3 years. All the books in the series will be subscribed by and distributed to the Cultural and Technical Schools for Farmers in countries and villages. Every

Cultural and Technical School for Farmers in countries or villages, which is supposed to develop literacy and literacy follow-up education, is requested to be equipped with a complete series, or part of the series according to practical needs. Among the 16 series being compiled now, there are some literacy follow-up vocational-technical training materials, such as *The Art of Planting under Plastic Sheds* and *Chicken Breeding*.

The compilation of this series will bring out a number of materials in series which are closely related to agricultural production and rural life, and are very suitable for the adult neo-literates in rural areas. These materials can help the neo-literates continue their studies, solidify what they have already learned, improve their scientific and cultural knowledge and productive skills, and can also better their livelihood. Meanwhile, this series will serve as an example for the preparation of literacy follow-up materials in local areas. The local compilers can draw valuable lessons from the compilation of this series. Thus the development of literacy follow-up materials in various areas will be promoted, and the course of literacy and literacy follow-up education in China be greatly pushed forward.

China will continue to co-operate with the ACCU and UNESCO PROAP, continue to select from the AJP materials, especially the materials on literacy follow-up vocational training for adults in rural areas, the ones suitable for China and arrange them to be translated and published. We hope that we can get much support as before from the 2 above-mentioned organizations. And we believe that this will greatly promote the development of literacy follow-up teaching materials in China.

INDIA

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The advent of nineties in the adult education scenario in India marked the beginning of a new era of Total Literacy Campaigns (TLC) bringing the task before the National Literacy Mission (NLM), which seemed utopian till recently, well within the reach within three years. The efforts of NLM started showing results and for the first time in India Adult Literacy could be made a 'mission', a 'mass movement' - a welcome change from the hitherto honorarium based - hierarchical government funded - government controlled centre-based programme of adult education.

The TLC model is a volunteer based model having 'campaign mode' with emphasis upon mobilization of all possible voluntary resources - both men and material through the participation of community in the process and backed up by a strong organizational structure. It confirms the view that a programme like that of eradication of illiteracy cannot succeed unless it has the in-built scope, potential and assurance of participation of the people residing in the area.

At present TLC is going on in more than 200 districts of the country with about 50% of them having entered into the post literacy phase. The TLCs have thus thrown up millions of neo-literate in the country within a span of about three years who need opportunities not only for continuing education but also for putting their literacy skills to use for betterment of their lives. Added to this group is the section of school drop outs or passed outs who present themselves as the target group for continuing education.

The situation necessitates having a well planned approach towards continuing education and follow up failing which the fast strides made towards the goal of 'Total Literacy' and 'Education for All' will be frustrated. Concrete follow-up actions are required so that whatever is accomplished is not lost but reinforced, consolidated and improved. The skills of reading, writing and numeracy need to be taken to fruition and the vast masses have to be enabled to change their lives. The acquired literacy skills have to be applied in daily life situation to improve the quality of life. Thus the issue of CE and follow-up has the following strategic dimensions (in that order) which need separate and specific treatment:

1) Sustenance of the learning environment which supports the motivation of learners and volunteers (teachers/organizers) ensuring their continuous participation.

2) Institutionalization of learning arrangements.

3) Ensuring community participation and organizational back-up for providing the required infrastructure support.

4) Availability of appropriate CE and follow up materials to be used by and for the target group.

As has been experience of Burdwan Literacy Campaign, the first three of the above four are pre-requisites for the fourth one. Nevertheless, this does not in any way undermines the crucial factor of availability of appropriate CE & follow up materials. In fact, the experience so far has been that though the first three issues precede the fourth one, their quality and longevity are critically dependent on the quality and availability of the latter i.e. on that of the CE & follow up materials.

In the present situation there exists a birth of quality follow up materials in most cases. The emphasis here is on 'quality' of follow up materials and not on their availability as such. The problems with regard to the available literacy follow-up materials are:

Lack of clarity regarding diversity of literacy levels of the target group

The most common problem with the available literacy follow-up materials is that it is difficult to use them for neo-literates with a six to eight months (200-250 hours) exposure to learning. It seems that the language, the format, the presentation style, the printing size etc. are not given due consideration with a result that the materials fail to attract the learner, what to think of his putting them to use for his benefit. The learner finds himself quite at loss when encountered with such a material with an alien and tough language and a difficult monotonous format. Added to this is the problem of poor layout and design of the material.

Then, there seems to be presumption regarding the literacy level of the target reader, which unfortunately is generally higher than the one that normally exists. Even if, there is a section of target group people which is in a position to read the follow-up books with comprehension, it can't be presumed that the same may be the case with all among target group readers. Thus there is a need of having graded material which suits every target reader.

Monotonous Presentation style

A neo-literates, like any one of us, also looks for diversity in presentation style that is capable of holding his attraction. However, most of the follow-up materials one comes across with have the same hackneyed style of presentation in "do's & don'ts" with long narratives. Presentation in story form, dialogues, indirect message form, direct address form, point-wise treatment or a mixture of these has been always found to be appealing to the reader and even the overloading of message or use of technical terms is taken care of through this varied presentation style.

Selection of content areas not need based

Another problem which has been found with CE & follow up materials is the stereo-type selection of content areas, in almost total disregard to their relevance for the target-group learners at times. Thus, besides or instead of having need based area-specified subject matter the material contains many topics which are redundant for the reader. Thus, there is a need of having a decentralized approach towards material production which can cater to the local demand. Here, the literature available with the government development departments can also be considered for adaptation.

Lack of supplementary follow up material

Illustration in an appropriate proportion to the narrative forms a very crucial part of the study-material. Here also, there seems to be an absence of due weighted quite often. Many of the books published as CE & follow up material have been found to be devoid of illustrations. Even in case where there are illustrations through photographs, sketches, diagrams etc. the quality and quantity, both seems to be inadequate and poor. Proper illustration assumes even greater significance with regard to the materials intended to develop professional skills or impart professional knowledge like agriculture, requiring a judicious mix of illustration and narrative.

Shewed Emphasis Areas

A very interesting feature noticed with regard to many literacy follow up materials has been their emphasis on areas covered. This is reflected in repetition of information already possessed by the reader and in inadequacy of information. For example, it is not required in an area of intensive paddy cultivation like West Bengal to inform the reader as to the period of sowing and harvesting of different varieties of paddy. Rather information on common paddy diseases - their treatment and prevention would be a more need-based topic for the reader. Similarly, information on latest stains of hybrid varieties would be more useful to the reader than telling him as to the mode of transplantation in paddy cultivation. Thus, there is need of identification of geographical area-based and need based emphasis areas and their proper treatment in the follow up materials.

Lack of supplementary follow-up material

With the approach being centre-based in AE till recently, the role of book/booklet has always been given undue emphasis. Though there is always a need of having good and appropriate books/booklets on important issue, the role of supplementary materials like posters, charts, maps, AV materials etc. can't be undermined. Besides, breaking the monotony of learning and adding variety to the available materials, they also take care of the diversity of literacy level of the target group people consisting not only of the learners of the literacy centres but also of those having limited reading ability and drop outs who abound in rural areas.

With the completion of the basic phase of literacy, all the target group people no more necessarily remain tagged with the literacy centres. This leads the organizers to a complex situation wherein there is a need of having structured as well as unstructured arrangements of learning for the target group people both within and without the literacy centres. Thus, it becomes an imperative to develop supplementary materials to cater to the diversified and widely dispersed target group people in different situations. Moreover comprehension and understanding are enhanced with use of supplementary study materials.

Absence of Teachers/Facilitators Guidebook/ training

It has been experienced that the dependence of learners of literacy centre upon their instructors/ teachers does not go easily and it takes a lot of time and nurturing to grow them into effective

independent readers. Even after a learner reaches this SRL (Self reliant literacy level) he remains in need of a guide or a facilitator more so when he is faced with specialized topics like that of agriculture or animal husbandry. Unfortunately, the guide or facilitator available for him is generally not as well equipped to take care of his problems. This is because of the fact that there is a total lack of quality guidebooks or effective training for the guide/facilitator or instructor of the neo-literates. A person who is available in rural areas to undertake the job of instructor is often not as qualified to help the learner learn all that he needs to learn and therefore, there is a need of proper training and orientation of the instructor-facilitator besides providing him with guidebooks on all relevant topics.

Resource Crunch

As the situation prevails in India to-day almost all the States in the country are having total literacy campaigns, equipping millions of illiterate people with basic literacy skills every year. As per the policy of NLM, a resource support of two years (one year basic phase and one year post-literacy) is provided to the TLCs by the Govt. During this period, the study materials which are used for learners/neo-literates are mostly learner-based with supplementary centre-based or area-based materials. However, after the completion of these two phases, the resource support provided by the Government is for centre-based activities. This, the materials used for continuing education are all centre-based and not learner based. This often results in a retardation of intensity and pace of learning as the learner has to come to the centre in order to continue his learning. This might be the desired situation for continuing education but this does not reflect the true field situation always. After two years of guided to semi-guided learning the motivation of the learner does not remain so high that one could expect him to come to control regularly. Then, the issue of occupational hazards is also there, which might prevent him from regularly visiting the centres. Thus, there is a need of developing learner-based follow up materials and supplying them to individual learner/neo-literates who could use them to his benefit, even if he is not in a position to visit centre regularly. This factor assumes even greater importance in case of imparting specialized knowledge (like that in agriculture) to a specific section of target group (like that of small and marginal farmers, share-croppers, etc.).

Considering the above limitations of literacy follow-up materials already developed and/or being developed the following points need to be kept in view:

1. Need of developing graded materials to cater to the diverse sub-groups within the target group.

   Developing materials having large visual elements to be of use to semi-literates and illiterates too, thus providing them with this limited educational opportunity for their benefit.

2. Selection of appropriate presentation style, choosing the most suitable one for each subject - an interesting one for a serious or drab subject and so on.

3. Need based selection of content areas through a decentralized approach (pre-testing/survey should be essential);

   a) adopting/modifying the existing materials to suit the local demand, and/or
   b) developing new ones, based on felt-need,
   c) revising, updating through field testing.

4. Need of incorporating clear attractive and culturally relevant illustrations in the follow-up material. "Fish Need a Lot of Oxygen", a book on Science for Everyday Living of ACCU is a good example of having enough illustration which is capable of attracting even a reader who is yet to reach the self-reliant level. "Maach Chaas Baro Maas" a book on pisciculture by Burdwan Zilla Saksharata Samity (the District Literacy Committee of Burdwan) is another example in this regard.

5. Clear identification of emphasis areas of subject matter of the material vis-a-vis the requirements of the target group is also required. For example, owing to Burdwan being an agriculturally advanced area of West Bengal falling in the tropical zone with adequate rain-fall having largely alluvial soil (barring parts of colliery areas which have lateritic soil), good irrigation facilities but not equally advanced in poultry and animal husbandry, the Burdwan Zilla Saksharata Samiti (BZSS) has identified the following emphasis area in the field of agriculture for exposing the target group people to them through follow up materials like books, handouts, charts, poster, video cassettes, festoons, newspaper for neo-literates etc.

A. <u>Areas identified for Vertical Growth</u>

   1) Optimum plant population for proper utilization of entire land.
   2) Use of quality seeds (certified seeds).
   3) Seed Treatment - to avoid initial attack of disease and to minimize cost of P. P. subsequently in main land.
   4) Land preparation for better crop growth, removal of weeds and facilitating better water management.
   5) Timely sowing to fetch out maximum utilization of weather factors suitable for the crops to avoid pest and disease and to make multiple cropping possible.
   6) Balanced fertilizer use, including use of organic manure/green manure to maintain soil health and to facilitate balance of nutrients, particularly micro nutrient.
   7) Interculture operations for removal of weeds to avoid competition of nutrients, space and light.
   8) Water management application of irrigation at the critical growth period of crop.

9) Need based P. P. measures for the crop to minimize cost of P. P. and to avoid pollution.
10) Timely harvest

B. Areas identified for Horizontal Growth

I.
1) Multiple cropping for maximization of return from the land.
2) Use of short duration varieties to facilitate multiple cropping.
3) Cultivation of crops having low water requirement, i.e. Mustard, Pulses, Groundnut, Vegetables.
4) Green manure to maintain soil health.
5) Soil restoration crops-legumes, pulses.
6) Companion crops e.g. Potato, Pulses, Oilseeds with Sugarcane.
7) Relay cropping e.g. sowing of pulses in standing late paddy crops.

II.
1) Composite fish culture.
2) Culture of Magur fish.
3) Integrated fish farming.
4) Disease prevention in pisciculture.
5) Govt.'s assistance including institutional finance for fish farmers.

III.
1) Fodder cultivation
2) Enriching fodder through modern methods e.g. urea treatment.
3) Preventing diseases in milch cattle.
4) Artificial insemination; spread of frozen semen technology.

IV.
1) Backyard poultry.
2) Intensification of piggery.
3) Preventing diseases in poultry birds.

V.
1) Mushroom cultivation.
2) Sericulture.

The BZSS has developed charts, posters, made books/booklets produced video-films on many of the above topics relevant to daily life situation of the neo-literates. These are used in various structured and unstructured situations during the ongoing continuing education programme of the district.

6. Need of developing effective and attractive supplementary follow-up materials for:

a) breaking the monotony of learning by adding variety to it.
b) catering to the diversified target group having people at different literacy levels and
c) enhancing comprehension and understanding.

For example, the charts/posters developed by BZSS for agriculture and pisciculture and the video-films produced by it for pisciculture animal husbandry and poultry are being used as effective means of teaching/learning during its follow-up programme.

7. a) Need of equipping the instructor/facilitator of follow-up programmes with required knowledge through training/orientation courses.

b) Need of developing appropriate guide books for them.

8. a) Need of having individual based specialized follow-up materials even after the post literacy phase, for specific sections of the target group people e.g. a hand book on pisciculture for fishermen or that on dryland farming for a small farmer in a dry land area. This could be supplemented and updated from time to time through small leaflets/handouts.

b) Need of having short duration orientation courses/training in specific professions/trade for the target group people as an essential activity of the continuing education follow-up programmes.

The development of appropriate literacy follow-up materials is crucial to the success of follow-up and continuing education programmes. The effectiveness of these materials depends heavily upon the fact as to how effective and close is the interaction between the different developmental agencies - governmental as well as non-governmental. The issue of strong delivery mechanism comes in here. Literacy needs to be taken as the core of all development programme undertaken in the area. It must flow naturally from a synergy of all the agencies working or being capable of working for the common goal of Education for All. The need, obviously, is not only to develop appropriate literacy follow-up materials but to put them to proper use too. And it is through ensuring this only that the neo-literates can reach a stage where they can apply the skills acquired for their larger benefit and participate effectively in the process of development.

INDONESIA

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I. Introduction

Indonesia is the largest archipelago state in the world, consists of five major islands (Sumatra, Java, Kalimantan, Sulawesi, and Irian Jaya), 30 smaller islands archipelagoes totaling 13,677 islands of which about 6,000 are inhabited. The population of Indonesia (1990) is 179,247,783 and most of them (around 50 to 60%) living in rural areas, earning from the agriculture sector. Most of the farmers run small scale farming which is only good for subsistent living.

Nationally, the population aged from 10 to 44 years who are illiterate (adult illiterate) is about 8,500,000 (8.18%) consist of 2,833,123 (5.45%) male and 5,735,307 (10.89%) female. From that amount there are 7,464,628 (10.68%) people living in rural areas and 1,103,802 (3.18%) people living in urban areas. All of them are main target of Literacy Program in Indonesia.

Literacy Program in Indonesia is well known with "Package A Program". The objective of the Package A Program is to provide basic education to educationally deprived ones (primary school drop-outs and those who never had a chance to attend school) so as to unable them to acquire the minimum knowledge and skill required to raise their quality/ standard of living.

There is a strong correlation between educational and income levels in Indonesia, most of the illiterate people are under poverty line. To increase their living quality, they are supposed to be introduced more informative word of business in order to provide a larger access of agriculture business in their life surrounding.

Consequently, it is necessary to upgrade their interest and ability in reading, their sense of number and their eagerness to do something better and more profitable.

The national programme of literacy training which has been launched since 1978, has shown its success. The susceptibility of that programme need to be taken good care of and the improvement of the programme training integrated linked with agribusiness should be stressed and strengthened.

The strategies of national development of literacy training in the rural areas in Indonesia is coordinated by Social Welfare Coordinating Minister, who coordinates 11 Ministries having their respective programmes in rural areas training for adults.

The implementation of agricultural vocational training in rural areas are the agricultural extension worker, community education field worker and tutor of such programme offered by respective Ministers, which in term activities are coordinated by the head of village, using all available resources in the village.

The material of training are produced and distributed by the respective Ministries which engaged with the programme. The keys of success of the literacy programme on agricultural vocational training in rural areas are depend on:

1. The improvement of coordination programmes between the ministries which engaged with the programmes, referring to the needs of training for rural people.

2. The availability of competent trainers which have good competency in adult training in rural areas and which have good ability to motivate people in rural areas.

3. The availability of funds to assure to:
   - produce learning materials (including field testing, revision, improvement, and finalization of the materials)
   - distribute the learning materials
   - train the trainers and the material producers
   - run monitoring, assessment and replanting meeting continuously

4. The studies for development programme

5. Solid system of sustainability in terms of:
   - the organization
   - the job description
   - the mechanism

II. Problems and needs of Development of Literacy Follow-up Material on Agricultural Vocational Training

1. Problems

At the logistic and technical sides, the government has set up 9 "BPKBs" (Regional Training and Learning Material Development Center) to cover 27 provinces, while each district owns one "SKB" (District Learning Center) where locally suited learning materials are developed and produced. Up to now the government has set up 229 SKBs all over the country. Despite all these efforts, there are still problems faced in respect of specific materials on agriculture:

a. Learning materials on agricultural vocational training are not enough to fill the needs of learners in rural areas, both in terms of amount and types.

b. Lack of skilled and professional manpower in the field (especially in the village) of materials development on both printed and non-printed media. This shortage includes writers, graphic artists and illustrators. The existing manpower

need to have their skills and knowledge improved.

c. The existing equipment and facilities at the Director of Community Education disposal are not adequate to produce the materials.

d. Lack of funds, the available funds from the NFE project is not adequate to compose, try-out, revise, produce and distribute the material to the learners/users all over the country.

2. Needs

Following are the needs to enable us to produce these learning materials:

a. Training on materials development need to be given to tutors, agriculture extension workers, facilitators, supervisors and trainers at village level.

b. Procurement of materials, equipment and other facilities for the development and production of learning materials.

c. Funds for the development, compose, try-out, revision, production, distribution and evaluation of learning materials

d. Production of guidelines on the development of interesting learning materials on agriculture.

e. Availability of equipment or model of appropriate technology that can be used and possibly later can be made by tutors, agricultural extension workers, trainers, supervisors and learners at village level.

f. Availability of "TBM" (Village Reading Corner) to serve the community needs.

g. Availability of facilities as sample such as demonstrations plot etc. so that learners can practice what they have learned.

Thus, the real needs are:

- Learning material expert (writers, graphic artists, illustrators etc.)
- Equipments/facilities
- Budget to finance all activities above.

III. Learning Material Development Strategies

The strategy and procedure for materials development which is oriented to the situations and local needs are:

1. The development of materials should ideally be composed by local people (village level) who know the local situation and local needs. This strategy has been seriously undertaken.

2. At higher administrative levels a team of experts/ staff will be formed to assist the village team where needed. The team consists of experts from different sector, such as Department of Agriculture, NFE, writers of learning material, BPKB, and SKB, etc.

3. Conduct training of learning material development (writer, etc.) from the national, provisional, district, sub-district and village level.

4. Actually, development of materials is done at provincial level or in some sites at district level.

In addition, SKBs and BPKBs will provide full support both in term of manpower and expertise. BPLPPs and BPPs also will provide support on development of learning materials on agriculture.

BPLPP = Agency for Agricultural Education, Training and Extension
BPP = Agriculture Extension Center

(BPLPP and BPP, both of them under the Department of Agriculture)

IV. Learning Materials Production

The Directorate of Community Education has so far produced and distributed some 150 million copies of Paket A Books, consisting of 100 titles. Some of the titles are agriculture or farming-related activities such as follows:

1. Paket A11 book: Planting tomato, spinach and green beans;
2. Paket A12 book: Planting Papaya, banana and orange;
3. Paket A13 book: Raising chicken and duck;
4. Paket A14 book: Fishery;
5. Paket A15 book: Raising Goat and Sheep;
6. Paket A41 book: Planting Coffee;
7. Paket A42 book: Planting Coconut;
8. Paket A43 book: Raising Bee
9. Paket A44 book: Raising Silk Cocoon'
10. Paket A45 book: Raising Rabbits;
11. Paket A56 book: Forestry and Plantation;
12. Paket A57 book: Animal Husbandry production;
13. Paket A71 book: Planting Clove Tree;
14. Paket A72 book: Home Industry;
15. Paket A73 book: Handicraft;
16. Paket A89 book: Reforestation

Besides the Paket A books (main learning materials of Package A Programme), the Directorate of Community Education has also developed, produced, and distributed supplementary learning material. Most of them are on agriculture. Up to now some 5 million (more than 200 titles), supplementary learning materials have been produced and distributed all over the country. Most of the materials are still on printed materials.

IRAN

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After triumph of Revolution in 1979; according to the order of Imam Khomeini the Great; on formation of literacy movement; campaign against illiteracy in Iran entered a new phase.

From inception of its activities up to the end of 1990; literacy movement; covered 0.5 millions of illiterate people in rural; urban and tribal areas; of which more than 4 millions could obtain grade cards or certificates.

A glance at history of adult education in Iran; within more than 50 years of continuous efforts in fighting against illiteracy; shows that the number of illiterate people is increasing.

This indicates that the endeavours for eradication of illiteracy have faced failure.

High rate of population growth - 208% up to 302% - has been perpetually one of the major barriers in the way of educational development and decreasing the illiteracy rate.

Annually; about 2,000,000 and accordingly; more than 1,500,000 school age people will be added to our population, so that by the year 2002, the student population will reach 31,900,000.

In order to provide necessary training facilities for such a tremendous number; annually 175,000 new classrooms have to be established within the next ten years; while the present capability and capacity cannot exceed 70,000, and the current training area (space) is not so enough to meet the needs of our society.

These factors create a situation in which any year, many of school age population are hindered to enter the school or enjoy benefits of the literacy programmes.

On the other hand, I should introduce Deputy of Extension and Popular Participation of Jahad Sazandegi, that has a focus on agricultural vocational training for adults in rural areas.

This deputy is seeking to achieve the following objectives.

1. To develop social facilities in rural areas.
2. To increase knowledge, ability and effectiveness of rural people.
3. To pave the way for effective participation of rural people in development of their own rural areas.

Objectives of rural people plan are as follows:

a. To improve rural vocational and technical skills.
b. To develop rural individual and collective potentials and abilities through presenting social, managerial and production oriented training.
c. To add necessary scientific knowledge to the experience of rural people.

The project present essential popular educations according to the following tasks:

1. Providing appropriate adult-oriented training plans.
2. Providing proper contents for text books, according to our rural socio-cultural situations.
3. Establishing suitable educational places.
4. Providing training and teaching aid materials, as well as, film strips and slides.
5. Constructing vocational and technical schools.

I take pleasure in informing you that there are many new plans being done by collaboration of the deputy and literacy movement.

These plans are related to the preparation of literacy follow-up materials on agricultural vocational training for adults in rural areas.

On the other hand, a series of activity such as: extension planning and communication, rural education, training of extension orders and managers for implementing extension programs, extension research, providing textbooks and teaching aid materials, as well as demonstration activities related to rural situations are followed.

These activities, together, form necessary rural extension and training operations to increase the effectiveness of the total programme.

The above mentioned areas, include an extensive range of extension and training methods, in each of which, dozens of various programmes are in the process of being executed.

This, may well reflect the depth, quality and complicacy of the programme.

The objectives of training project are related to livestock and nature of rural people.

Rural pupils, after passing the primary steps of orientation, and getting ready for general acceptance, would take part in training courses to obtain necessary-levels of technique and skill, in order to doable to achieve the specified aims.

This project lays emphasis on different types of training programmes.

In parallel with this, techniques of educational administration, curriculum planning, educational

technology, adult education and educational evaluation of training methods are of high importance.

A proper curriculum is thus provided which is directly rested to rural situation and in accordance with rural environmental needs.

In addition, providing teaching aid materials plays a highly important role in conveying the concepts and principles of extension.

This factor at the same time, enables the learners to enjoy a better and more profound understanding about educational concepts, while using pertinacities of direct training programmes and courses.

Educational technology - as the main part of the project answers many basic and definitive questions about extensional and educational programmes. This element, determines increases the percentage of confidence towards the transmission of concepts and as a result, increases total effectiveness of the project.

In the end, I should admit that to achieve our aims is possible just when we have solved our problems and have met our needs such as programmes for production material for neo-literates in rural areas, in this case we may claim that we have eliminated the problem of illiteracy.

LAOS

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1. Socio-economic conditions of Laos

(1) Location:

We sometimes call Laos a LLLLDC, that is to say, Land Locked Least Less Developed Country. It is surrounded by 5 countries such as China, Vietnam, Cambodia, Myanmar and Thailand. And this fact has not only determined Laotian history in the past, but also will determine its destiny in the future.

(2) Population:

It was only a few years ago that Laotian population exceeded 4 million peoples. And its land is 237,000 sq.km. It means that population pressures in Laos are rather slight, compared with other Asian developing countries, US$180 per capita GDP.

(3) Economics growth:

Laos is still a country in which agricultural production accounts for about 60% of total labour force. Agricultural production in this country used to be the totally at the mercy of the weather. That is why a decline in rainfall lowered the GDP growth rate.

2. Socio-Economic Indicators in Lao People's Democratic Republic

Growth rate of population	2.62%
population density	17 per/km^2
Crude birth rate	41.6 per/1,000
Crude death rate	15.4 per/1,000
Infant mortality	117 per/1,000
Child mortality below 5 yrs.	193 per/1,000
Life expectancy	49.7 years
Enrollment ratio (1989): elementary	85%
junior-high school	13%
High school	5%
Literacy rate	45%
GDP per capita	$180

1. The life of water
2. Let's read for literacy class

• Culture:
- Customs of get married

V. Some future plan

- Continue to co-operation with international organization such as ACCU, UNESCO, UNICEF, UNDP and other organizations to request the budget assistance, technical, lessons and other things for national development.
- To make illiterate people awake of the importance of education.
- To encourage illiterate people to be literate.
- To motivate illiterate in order to enroll in schools and literacy classes.
- To reduce illiteracy.
- To provide them knowledge of ideal family life health, nutrition, domestic economy, problem solving.
- Every child of 6 to 15 years old must be enrolled in primary school and complete primary education without exception.
- Every young and adult people (men and women) of 15 to 40 years old must be able to read and write, calculate in such a way that this knowledge can be used for improving their living conditions and continuing to learn more.
- Providing the fundamental education to women, ethnic minorities in mountainous and remote areas.
- To train teachers for basic education.
- To create a curriculum and methods of basic education.
- Reform of curriculum, textbooks and teaching guides documents.
- To train cadres responsible for the project.
- To create experimental zone for pilot project with financial assistance and co-operation of international organizations.

MALAYSIA

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1. Background

It has been more than 30 years since Malaysia achieved independence. For the past 30 years a lot of attention and money has been devoted towards eradication of poverty. It started with construction of infrastructures, providing of public amenities, making available of services to rural communities. All these started way back in 1957 and to date, our government is still spending billions of Malaysian Ringgit to help the rural poor. Our most costly effort was providing land to the landless rural farmers through our FELDA/Federal Land Development Authority. It was formed where farmers of non-economic sized land (less than a 1/4 acre) are given land for farming near to their own plot.

Though the rate of poverty for the whole country is high, it differs when we look at poverty in the rural and urban areas. The rate is higher in the rural than the urban areas. It is 43.6% and 11.2% respectively.

With hope to redress the socio-economic problems, government instituted a number of changed agents. KEMAS (Community Development Division) is one of them. It is a division under Rural Development Ministry. The main function of this agency is to change the attitude of the target groups towards socio-economic development of the country so as to enable them to participate meaningfully in the process of development. Carrying the objective of the Ministry to industrialize and modernize the rural areas towards NIC status, KEMAS implement a number of socio-economic activities such as Self-Reliance Village, Applied Food and Nutrition Project, Community Kitchen, Functional Literacy Classes and etc.

2. Literacy Rate

Number of Adult Illiterates by Sex 1960 - 2000

Adult Illiterate	1957	1970	1980	1990	2000
Total	2,061,468	3,274,000	2,379,925	2,377,925	1,710,380
Male	803,972	1,237,000	754,480	754,480	684,152
Female	1,257,496	2,037,000	1,623,445	1,623,445	1,026,228

Note: 1) Literacy rate covers only those ten years and over.
2) Illiterates also includes semi-illiterates.

Source: 1) Statistics Department Malaysia.
2) 1990 and 2000 based on trends and population projection.

Literacy rate by Sex 1960 - 2000

Literacy rate(%)	1962	1970	1980	1990	2000
Total	3,574,732	4,100,051	6,841,968	10,254,400	16,503,000
Male	61.0%	69.0	80.0	85.0	90.0
Female	45.0	47.0	64.0	70.0	85.0

Source: Statistic Department
1) Population Projections Malaysia 1980-2000
2) Population Census 1980

3. Needs and Problems

Rural Community is often related to poverty and agriculture. As far as agricultural training is concerned, one of the problems faced by the agricultural sector is the shortage of manpower as most of the able-bodied youths from the rural areas are not attracted to take over from their elderly parents in tilling the soil. They prefer to migrate to the urban areas to seek employment. The two main factors for this migration are lack of technical know-how on modern farming and a negative attitude towards blue collar jobs. The government, through the Ministry of Agriculture, is conducting classes (especially leadership classes) to change the negative attitude and to improve technical know-how on the various aspects of agriculture including farming and food technology.

Then again, not all rural areas can be covered by the Ministry of Agriculture especially illiterates among the rural community. So KEMAS plays its role by tackling these problems through various programmes for instance:

1) Family Development Programme
2) Adult Educational Programme
3) Religious and Moral Education
4) Cooperative Societies
5) Vocational Training Group
6) Functional Literacy Classes, etc.

Functional Literacy can improve the quality of life if the curriculum content and teaching methodology is designed responsively to the needs of the target group. Beside stressing on the skill to read, write and understand, the functional literacy programme will also include technical knowledge. The acquired economic skill and relevant knowledge will enable them to manage their scarce resource more effectively.

Previously, Functional Literacy Programme is concentrated mainly in East Malaysia since the rate of illiteracy is highest. However, with the change on emphasis the programme will also be implemented in the Peninsular Malaysia. The hard-core poor will be the target group. This is to supplement other economic projects which has been injected directly into the selected families. It is hoped that Functional Literacy Programme can improve the economic skill and thus increase productivity of the workers.

In an attempt to give new-life to the programme, the curriculum content is revised. Curriculum content designed by APPEAL UNESCO is taken as the basis of our re-orientation. As suggested, the topics covered will be health, economic, family life and civic consciousness. Besides the four common topics, simple economic skill will also be given. The type of skills to be included depends on the environment. The strategies used to implement the programme can be in groups/classes or personal. The personal approach is more informal and casual. In this strategy, the agent will stay-in with the family for a number of days. This is felt to be effective.

Lots of literacy materials have been developed to support the ever increasing needs of the rural community in education. But the materials developed are not systematically done, lack of directions and not standardized. By having workshops guided by international experts, the problems can be solved.

Furthermore, the presence of a National Policy will give recognition and status to community education. It will then be able to act as guideline for socio-economic planning. It is the only way to put community education into the national planning chart.

Then again, for community education policy to operate effectively, there must be a good coordination system since many ministries and agencies perform non-formal activities. Normally each and every government agency has its own objective, strategy and target group. Very often they duplicate each other and thus lead to wastage in manpower, economic resource and time.

MALDIVES

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Male

Background

The Republic of Maldives is an archipelago of approximately 1,200 coral islands located south west of the Indian sub-continent. The country's population in 1990 was 216,000. Almost 45 percent of the population is under 15 years. The population is dispersed among the 199 inhabited islands in 19 atolls (administrative units). Over 65% of the islands have a population of less than 600 each and relatively isolated from Male, the capital

The distance between the islands produce acute problems on the dissemination of knowledge with costly transport and the distribution of materials. However, the production and the delivery of the reading materials is given importance.

Needs and Problems

Since the literacy rate of the country is very high with 98.2%, the present emphasis is being geared towards higher achievement of functional literacy. For a successful functional literacy programme, plenty of appropriate reading materials in the local language "Dhivehi" are required. Presently a shortage of printed materials is greatly felt. The books printed in the local language are few and the materials suitable for the neo-literates are extremely few.

Development of Neo-Literate Materials

The few neo-literate materials produced by the Non-Formal Education Centre, which is responsible for Literacy Education in the Maldives, are greatly due to the encouragement and assistance provided to us by the AJP Programme of ACCU.

Some of the materials produced are Baby's Food, Bamboo Handicrafts, Raising Chickens, Building up a Happy Community, Animal Sugoroku and Tree Planting and Sanitation.

The above materials are adapted from the prototype publications of ACCU. Once adapted, the materials are scrutinized within the Centre for suitability of wording. When the artists complete their illustrations these are again checked for their relevance to the Maldivian set-up. At the moment one systematic pre-test is conducted for any of the printed materials, but the comments received from the readers and the target clientele are seriously considered.

The booklet "Raising Chickens for Additional Income" was produced with the assistance of AJP. The "camera-ready copy" of the national version with illustrations and text were sent to ACCU for the production of colour separated film positive.

ACCU also assisted financially to meet a part of the expenses of the production and distribution of the booklet. The final preparation of the national version, "How to Develop Literacy Materials for Women" is now underway, and a follow-up workshop of the development of literacy materials will be held on December 1993.

Distribution and Utilization of Neo-Literate Materials

As had been indicated earlier, the distribution of materials prove to be a difficult assignment, due to isolation and scattered nature of the islands. Efforts are being continuously made to find alternative and more efficient methods of delivery.

The neo-literate materials are distributed to key centres of literacy classes. Upon request the neo-literates will receive, any material that they desire.

Literacy education will not be fully realized without a satisfactory achievement of the functional literacy. Since the target group in the functional literacy is neo-literates, adequate reading materials will be produced for them. ACCU has guided us in the production of appropriate local materials. The present trend for the printing of reading materials shall continue for the better provision of functional literacy.

MONGOLIA

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Priority Issues on the Preparation of the Supplementary Teaching Materials for Education of Rural Area People of Mongolia

Forty-eight percent of the population are children under age of 16, 84 percent are young people under age of 35 respectively. Today we have 54,000 unemployment people and 100,000 children who dropped out from the schools. Average population growth of our country is 2.6% and growth of reproductive age is 3.4% per year, and every year 50,000 girls and boys are joining to a country labor force. But because of the current economic crisis the Government is not available to provide them with job and expand working place.

In order to expand the working place and educate children who dropped out from schools the government set up funds "Employment" and "Education Development" and encouraging all activities of private enterprises, cooperatives and organizing training for the people working in this sector. As a result of these activities in 1993 were set up 31843 private enterprises where 14.1 thousand people were able to work and support their families. Also 1.5 thousand people have been trained in short-term skill building courses and 20,000 school dropped children were able to continue their education.

The most of unemployment people are in urban and the most of school dropped children are in rural area. By the statistics of 1993, 90 percent of livestock of country were privatized and transferred to the people and it causes high percentage of school drop out in rural areas.

I would like to emphasize the importance of the improvement of education of the people in close links with peculiarity of the education system of a market economy. Also it is important to discuss the issues of the purpose, content and method of the preparation of the informal education supplementary materials, its publication and distribution based on current socio-economic factors.

The government resolution on "Measures to be taken in field of Education" which was adopted in September 1993, clearly points the activities to be organized and implemented by Ministry of Science and Education and Information and Press Agencies in order to formulate informal education system in Mongolia.

Considering the specified of the cattle breeders, female house holders and school dropped children, we organized the National Seminar with assistance of ACCU in 1992. To implement the recommendation of this seminar, there are responsible people working in the Research and Methodology Centers of 18 aimags and 3 cities and at Ministry of Science and Education. Also there has been worked out the guidelines for development of informal education system and other sectorial Ministries and Agencies like Ministry of Labor and Population Policy, Ministry of Food and Agriculture, Ministry of Education and Science, Radio and Television Committee, Ministry of Culture and its grassroots are giving much efforts to implement above guidelines.

Already started to develop and distribute some training materials for cattle breeders, female house holders and school teachers, painters and press professionals. Also the short-term courses on related themes were taught on TV and radio and published special paper in old Mongolian script which was used to be use for centuries. In these activities were involved about 20,000 people from 4,700 companies and cooperatives of 18 aimags and 30,000 school dropped children. It clearly states that how much efforts are giving to the implementation of the Asian-Pacific countries program "APPEAL" and national and regional seminar's recommendations.

Depending on the current socio-economic situation of the country we have the following issues to be implemented in near future for informal education of cattle breeders, female house holders and school dropped children.

1. To develop a content of the informal education for above mentioned group of people which should consists of literacy, family planning, health care, food producing, upgrading of their children, new technology and technic, protection of the environment, etc. In order to develop such a content of teaching we have to coordinate the internal resources of our teachers and researchers and train people who will be able to support with theoretical bases.

2. Depending on the shortage of finance already developed teaching materials have not been published and distributed yet to the relevant places. Also there is no encouragement system for people and organizations sponsored such activities. For instance, we already translated AJP materials and worked out and prepared about 20

teaching materials. Because of shortage of finance we are not able to publish them.

3. Teachers for elementary schools have been trained at the Teachers College and there is a real need to propose and implement project on elementary education of Mongolian people supported by ACCU. Specifically we have a suggestion to train informal education trainers at Teachers Colleges to have professionals in this field who will be able to provide implementation of the informal education issues.

NEPAL

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I. Introduction

Nepal is a landlocked agricultural country with 83% of area mountains and hills and having the population of 18.5 million, population growth rate 2.1%, literacy status 39.9% (56.9% for male, 21.7% for female), per capita income $180. 9% of total active population depend up on agriculture and 80% of exported goods are agricultural products by which 60% of national economy is covered.

Land distribution in Nepal can be ordered as forest 55,334 sq.km. (37.6%) agricultural 26,533 sq.km. (18%), snow 22,463 sq.km. (15.3%) pasture 19,755 sq.km. (13.4%), other 18,033 sq.km. (0.7%), out of 147,181 sq.km. In Nepal mixed agriculture has been popular so that it can't be said the percentage or number of family who holds what agricultural (agronomy, horticulture, animal husbandry) job. Agriculturally, Nepal can be divided into three regions: crops growing area (Terai) vegetable and fruit growing area (Hill), and animal husbandry (Himalaya).

Literacy is a basic life skill and essential means of learning for improving personal and community life of people and individuals. It facilitates the spread of basic knowledge and skills of the individuals. Basic level of education (literacy, basic knowledge and skills) is the first phase within continuum of life long learning which is very necessary and important for the development. Following WCEFA, Nepal has aimed to achieve 67% literacy status by 2000 A.D. and 60% literacy status by the end of 8th plan (1997) through universalization of primary education and no-formal education.

II. Literacy Education

Illiteracy, like poverty, being an immensely serious problem adversely affecting the speedy progress of our country, needs to be addressed as a problem of national importance. At present 21% of school aged boys aren't in the school, and 32% of school aged girls aren't in the school. As mentioned in BPE Master plan, 1,465,100 children will not be served by the formal school system despite the large programme of quantitative and qualitative improvements are being planned. Following goal has been set-forth to non-formal education.

a) Goals

- To develop and consolidate non-formal education as a sub-sector of basic and primary education system.
- To expand the programme outreach to unsaved groups, disadvantaged women and out of school children people.
- To link adult education programme with the developmental efforts geared towards quality of life.
- To increase participation of other agencies (GOs, NGOs 7 INGOs) in a co-ordinated manner for promotion of non-formal education.
- To motivate programme participants to join mainstream of primary school.

b) Proposed Programme and target for 1990-2000

- Universalization of primary education: Net enrollment for boys (6-10 yrs.) will raise from 79% to 100%, for girls (6-10 yrs.) from 68% to 94% and for children (6-10 yrs.) from 70% to 95.1%. Number of primary schools will raise from 17,842 to 22,404. Primary education cycle complete rate would raise from 28% to 60% for male and 57% for female. There will be no more untrained and unqualified teachers. Quantitative target is given in table 1 and 2.

- Non-formal education: 3.3 million adults (15-44) will be literate by Adult Education Programme (functional programme, literacy campaign) and post literacy programme facilities. 1.7 children (8-14) of out of school will be literate by OSP I and OSP II. Quantitative target is given in Table 2.

c) Management

At the central, high level council for NFE, chaired by minister for education, culture and social welfare, representing from various governmental and non-governmental agencies involved in NFE programmes and planner, educationalist, chamber of commerce, is formed for policy and programme formulation, intra-agency co-ordination and resources mobilization. Regional Education Directorate is given to monitor, supervision and co-ordination and training. Central level is responsible for fixing targets, developing learning materials, textbooks, and curriculum for learners and training package and materials for trainer, supervisor and literacy committee members. At the district level, NFE committee, chaired by district development committee chairperson, representing from various local governmental and non-governmental agencies

involved in NFE, is formed for programme co-ordination, mobilization of local institutions and resources, facilitating programme implementation and implementation of national level programmes.

III. Problems/Needs

Nepal being an agricultural country and having 90% total active population farmers, agriculture products play a major role to the national economy. Almost all farmers live in remote and rural area of the country and most of them are either illiterate or neo-literates. Information, knowledge, skills and ability on agricultural technical know-how for them are highly desirable and necessaries. At the moment, majority of school dropout population have joined agricultural occupation. The problems on agricultural vocational training can be listed as follows:

- Problems of techniques, technicians and lack of knowledge, skill and ability for animal raising (poultry, cattle, pigs, fish, goat, buffaloes, beekeeping, rabbit keeping) and horticulture (fruit and vegetable growing seed termination and preservation, plantation, grafting, budding etc.)

- Application of fertilizer, especially, chemicals for higher efficiency as well as pesticides, new ways of keeping hybrids in cattle poultry breeding (their characteristics, technical process for higher yields and productivity, vaccination and prevention against diseases).

- Majority of target people being in remote area, because of transportation, communication has been inaccessible as well as application of radio, television and video tape-recorder, has been impossible because of inaccessible of electricity for many places of country. In other hand, farmers being very poor electricity appliances and reading materials (books, magazines) has been out of rich for them.

- Not being adequate numbers of reading centres/ communication development centres/resource centres, farmers have been unable to promote their information, knowledge, skills and ability.

- Different target groups being scattered throughout the country have different occupations, interests and needs. So the developed materials by academician and expert could not meet needs and interests as desired.

- Funding for revision/modification, production and distribution of materials for mass neo-literates has been major issue.

- Skilled manpower for content selection, edition, designation, writing, printing as well as trainer/ facilitator/volunteer/trainer/educator for planning and implementation.

For above mentioned problems there has been a great need of trainer/facilitator/author/writer/ designer/artist etc. for Literacy Follow-Up Materials for the subject of agriculture which are mentioned below:

- Management of farming.
- Raising animals (cattle, beekeeping, buffaloes, fish, goats, poultry).
- Production of plant (grafting, budding, seed producing).
- Proper methodology and technology on nursery management ornamental horticulture (plants, flower plant protection (pest, pesticides, ecology)), bio-chemistry, bio-fertilizer, tissue culture making an intra disciplinary approach.
- Technical know-how on fruits and vegetable production and preservation, social science and soil testing, tissue analyses, plant nutrition.

We need our people to educate/train for acquiring information, knowledge and knowledge on agriculture through training, supervision, study tour and materials (books, booklet, leaflet, posters, audio-video, magazines, broad casting) distribution. In this regard, NFE Council, Agricultural Department (Horticulture, livestock), Agricultural Development Bank, MOLD women division and NGOs/INGOs are highly mobilized in a highly co-ordinated manner NGOs/INGOs are highly encouraged to be launched these activities giving them technical assistance and sharing resources.

IV. Programmes and progress on literacy materials

In the case of post literacy and continuing education, we have done much less in comparison to the size of problems but what ever is done has inspired for more. In our country like ours where education has a low rate of development, where 60% of total population are not having chance of basic education and literacy, every efforts needs to be made to see whatever is learn is not lost. This sort of education, for not yet being conducted as independent programme has been functioning as a components of total process of basic education. In this respect, BPEP/MOECSW has aimed to launch post-literacy activities in 6 districts (Tanahu, Kaski, Jhapa, Dhankuta, Surkhet and Dang) and 5 districts (Doti, Bajhang, Achham, Bajura and Kailali) of SERD (which has been merged to BPEP as the same model of SERDP). AES/MOECSW has launched post literacy activities in 10 districts (Bhojpur, Sunsari, Kathmandu, Mahottari, Rupandehi, Lajung, Pyuthan, Bardia, Kanchanpur and Baitadi) giving them three months additional course where literacy campaign is in-operation. Efforts are being made with regard to the preparation of materials. In Nepal a few governmental and non-governmental agencies are involved to produce and distribute post literacy materials for neo-literates which are mentioned below:

A. Agricultural Department: Every districts (75 districts) has got a district agriculture office having livestock, agronomy, animal health and horticulture divisions. Under this office service

centres has been setup for facilitation, supervision, monitor and technical support for agricultural farming. Produced materials such as folders, posters, leaflets are distributed and explained by JT/JTA through service centre to farmers. This department publishes monthly magazine which is distributed to regular customer. This department has developed 24 sets of video/slides out of which 15 sets are related to animal raising and horticulture (apple growing and grafting, fishery, seed testing, tomato growing, fungi production, white revolution (Dairy farm), compost manure, beekeeping, farmer's group (livestock), poultry farm, mango grafting, rabbit keeping, etc.). These video are shown in the training (3-5 days period, conducted by district office for farmer as well as in the village fair and festivals where lot of people have been assembled for recreation and entertainment. Besides agricultural department has separate training centres at the regional level (5 regions) to personnel and farmers. This department also organizes "Nepal vision" study tour for farmers once a year. The department has a broadcasting programme daily for 15 minutes and telecast programme twice a week for 10 minutes.

B. Ministry of Education, Culture and Social Welfare: MOECSW/AES has published 15 reading materials (book, booklet, poster, leaflet, flip chart and so on for neo-literates out of which 4 materials are related to agriculture (potato growing, fishery, kitchen garden, poultry farm). BPEP/MOECSW has published 3 books (Ghar aagan, Gaun beshi, Naya fadko) for neo-literates. NVTC/NOECSW has set up technical school in 10 places for high school drop-outs where health and sanitation, plumbing, mechanical work, agricultural vocational skills are taught with 80% practical courses and they are equivalent to low level manpower (S.L.C.) for related area. Skill testing council is another component of NVTC which determines level of skills trained by various GOs/ NGOs institutions.

C. Agricultural Development Bank: This Bank has a programme "small farmers development programme, which has been put forth for small farmer's social and community development. The programme is integrated and literacy programme is major one. The programme has covered 574 villages of 75 districts. It has published monthly magazine for neo-literates.

D. Ministry of Local Development: MOLD/WDD has a programme "women development programme", which has been set forth for women participation in broad spectrum of development. Major activities run by this programme are: production credit for rural women, increasing agricultural efficiency and productivity, and action-research. For all these activities literacy programme has been considered as an entry point and this programme has covered 49 districts.

E. NGO/INGO Initiated programmes:

- Establishment of VRS/CRS: Agencies like SERD, NFE Service Centres have turned these centres in community develop centres. They train community people, distribute seeds and seedlings and make VRS/CRS as a venue for cultural fair and centre for get together.

- Management of box literacy/home reading circle/home based library/mobile library. BPEP/MOEC, Action Aid/Nepal, and plan international followed this practice. Both life related and religious books are provided to neo-literates.

- Periodical Supply of Materials: Most of literacy programme agencies follow this practice once when they complete literacy class.

- Organization of contact sessions: CERID has tried this approach in order to insure civic awaking among rural women.

- Corresponding course - in order to bring neo-literates knowledge up to date CERID has prepared 18 letters including basic contents of formal grade I to VII. Some of letters were tested and found very interested among neo-literates.

- Audio/Video: DISVI and SPACE have followed this practice in order to make neo-literates better informed. Literacy, awareness, environmental sanitation and skills are provided.

- Advanced classes for neo-literates: A trend has emerged to organize advanced classes for neo-literates. Agencies such as NFE service centres, IHDP, Save The Children (USA), CERID, plan international and Red Barna followed this practice.

Materials developed for neo-literates by various agencies are given in Table 3.

Table 1: **Quantitative Targets: Universalization of Primary Education**

	Present Status 1989	**Targets for 2001**
6-10 population	2,507,841	3,378,400
Enrollment	2,526,147	3,620,500
Gross Enrollment Rate	101	107
Boys	126	114
Girls	73	100
Schools	15,824	22,401
Teachers	63,945	90,513
Under-qualified	7,321 (41.45%)	
Untrained	38,641(60.42%)	
Qualified trained		100%
Cycle Completion Rate	28%	
Male	60	
Female	57	

Internal Efficiency of the System		
Boys	41.4	68.9
Girls	35.6	65.8
Literacy Rate (15-44 year old)		
National	39.3%	60%
Male	56.9%	71%
Female	21.7%	48%
Jomtien Conference Literacy Goal:		
Halving the 1990 Adult Illiteracy Rate (15-44 yrs. old)		
Male	78.55	
Female	60.8%	
Total	69.6%	
Average Annual Adult Illiteracy Reduction Rate in Nepal (1970-85)		
Total	1.07%	
Female	0.65%	
Rate Needed to reach the Jomtien Goal		
Total	4.86%	
Female	5.05%	
Year Reaching the Target at the Present Rate		
AD 2050		
AD 2100 (Female)		
Total Schools to be Rehabilitated		16,725
Rural	15,528	
Urban	1,197	
Total Resource Centres to be built		1,807

Table 2

(in 000)

Year	Adult Education Program			Out-of-School Program		
	Male	Female	Total	Male	Female	Total
1991-92	134.8	89.9	224.7	22.7	37.6	60.3
1992-93	141.1	102.0	243.1	37.1	69.3	106.4
1993-94	147.4	115.4	262.8	42.1	79.3	121.4
1994-95	153.8	130.4	284.2	47.6	90.6	138.2
1995-96	160.3	147.0	307.3	53.9	103.7	157.6
1996-97	166.2	172.8	339.0	61.	118.5	179.6
1997-98	172.6	194.9	367.5	69.3	135.4	204.7
1998-99	184.9	246.9	431.8	88.9	176.9	265.8
2000-2001	190.7	277.3	468.0	100.7	202.2	302.9
Total	**1,630.6**	**1,696.1**	**3,326.7**	**601.9**	**1,168.3**	**1,770.2**

Table 3

S.N.	Title	Main Theme	Producer
1.	Nava Marga I Nova Marga II Nova Marga III	Reading, Writing Awareness raising to advance literacy	Action AID/Nepal
2.	Hamro Afnai Katha	Participant's own story	Action AID/Nepal
3.	Kathai Katha	Story	Action AID/Nepal
4.	Aaun padhaun bajhaun ra lekhaun	Literacy exercise	Action AID/Nepal
5.	Hamro bachchaako lagee ban	Forest conservation	MOEC/Adult Education Section
6.	Swastha Banau	Nutrition & balance diet	MOEC/Adult Education Section
7.	Sukhee Jivanko Baato	Health sanitation	MOEC/Adult Education Section
8.	Sukhee Jivanko Laagi Shajhaa Section	Co-operation	MOEC/Adult Education Section
9.	Dainik Jivan ko lagee upayogi gyan	Useful knowledge for the daily life	MOEC/Adult Education Section
10.	Drink clean water be saved from disease	Water	MOEC/Adult Education
11.	Sukhi Pariwaar	Population Education	MOEC/Adult Education Section
12.	Mother's Health & Child Care	Mother's milk, additional food for the baby, services, household, treatment pregnant mother immunization, family planning	MOEC/Adult Education Section
13.	Safety of Child	Immunization	MOEC/Adult Education Section
14.	Things to consider to be healthy mother healthy baby	Prenatal, postnatal, delivery	MOEC/Adult Education Section
15.	Machha kheti garau	Income/ generation	MOEC/Adult Education Section
16.	Aalu kheti garau	Income/generation through potatoes cultivation	MOEC/Adult Education Section
17.	Kathai-Katha	Increase knowledge	MOEC/Adult Education Section
18.	Ratandho rog bata bachaun	Disease due to malnutrition	MOEC/Adult Education Section
19.	Naya Goreto Step 5	Messages of population education	MOEC/Adult Education Section
20.	Night Blindness	Health (Indentification of night blindness)	Non-Formal Education Service Center

S.N.	Title	Main Theme	Producer
21.	Communicable Disease	Health (Diarrhea, Respiratory disease, Tuberculosis, Fever epidemics)	Non-Formal Education Service Centre
22.	Kitchen Garden	Agriculture (Preparation & Care of kitchen garden)	Non-Formal Education Service Centre
23.	Primary Health Care	Health (Poison, Burns, Feanas, Bleeding, Fractures, Snake bite)	Non-Formal Education Service Centre
24.	Poultry	Agriculture (Benefits from Poultry Farming)	Non-Formal Education Service Centre
25.	Haamro Bhaasha	Health, Agriculture, Animal husbandry, Religions, Stories	Non-Formal Education Service Centre
26.	Nava Jyoti	Health, Agriculture, Sanitation family planning, migration Population education, Environment, Arithmetic	Non-Formal Education Service Centre
27.	Gaun Beshi	Family life, Health education	PEP
28.	Naya Fadko	Family life, Health education	PEP
29.	Plan Bulletin (Haamro Gaun Ghar)	Story	Plan International
30.	Sanitation game (Snake & Ladders)	Sanitation & Health	Redd Barna
31.	Nava Sakshaar Pustika	Agriculture, Health, Sewing knitting, Numeracy	CERID
32.	Nava Sakshaar Pustika (Health)	Health	CERID
33.	Nava Sakshaar Pustika (Skill Development)	Knitting, sewing & other income generation activities	CERID
34.	Nava Sakshaar Pustika	Various information & Numeracy	CERID
35.	Nava Sakshaar Pustika	Legal rights of women	CERID
36.	Harka Bahadur's Home	Soil conservation	CERID
37.	Hari & Govinda	Awareness towards education	CERID
38.	Why & how water is preserved	Water preservation	CERID
39.	How man Bahadur protected the forest	Forest preservation	CERID
40.	Why Luthe repented	Education	CERID
41.	Sapling plantation	Agriculture	CERID
42.	Sapling Preparation	Horticulture	CERID
43.	Compost manure	Agriculture	CERID
44.	Sampling preparation	Agriculture	CERID
45.	Palatraya & Ram Charan	Agriculture	CERID
46.	Koseli part-I	Health, Agriculture, Forest	SCF/USA
47.	Koseli part-II	Health, Agriculture, Drinking water, Library	SCF/USA
48.	Koseli part-III	Forest & Man, Women & Law	SCF/USA
49.	Nepalese are famous for their smile (in English)	Teeth care	SCF/USA
50.	Children are out heart	Child Health Care	SCF/USA
51.	Learn & understand	Birth spacing management of diarrhea disease	SCF/USA
52.	Jamarko	Women development, Health, Stories	SCF/USA
53.	Bujhau ra Sikau	Birth Spacing management of diarrhea disease	SCF/USA
54.	Bujhau ra Sikau	Teaching method	SCF/USA
55.	Haamro Sansaar	Story, Poem, Tailpiece information about the program, Prithivi jayanti on Butwal	SPACE
56.	Haamro Sansaar	Story, Song, Complain, Tailpiece, Proverb	SPACE
57.	Haamro Sansaar	Story, Poem, Tailpiece, Ukhantukka, Welcome-song, Disease & Treatment Program of SPACE in the Rupandehi District.	SPACE
58.	Haamro Sansaar	Pregnancy, Marmaya song, Child marriage, Tail Piece, Proverb, News, Diarrhoea	SPACE

S.N. Title	Main Theme	Producer
59. Haamro Sansaar	Accident, Poem, Law of women tail piece, care of delivery woman, role play	SPACE
60. Haamro Sansaar	Story, Poem, Monthly information, Tail Piece, Care of delivery Woman, role play	SPACE
61. Haamro Sansaar	Story, Poem, Matter, Tail piece, Why we need to be literate, Care of breast in delivery, situation, Roleplay	SPACE
62. Haamro Sansaar	Story, Trouble, Poem Tailpiece, Pregnancy news, Poem, Role play	SPACE
63. Haamro Sansaar	Story, Poem, News, Diarrhea, Tail piece, Amala, Condolence, Role play	SPACE
64. Haamro Sansaar	Information of worm, Potato stock, Vit. A tenant right? Selling fish, Letter word picture, Condolence	SPACE
65. Naya Chetan	Right of woman formation of village development committee	SPACE
66. Hamro Samaal	Open ended stories of different problems	SPACE
67. Hamro Samaal	Open ended stories of different problems	SPACE

PAKISTAN

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General Facts about Pakistan

1. Pakistan lies between 23.5 and 37 degrees Latitude, North and 62 and 79 longitude, east. Total area of the country is 796,095 square km. The country has parliamentary system of Government. Administratively the country is divided into four provinces, Punjab, Sind, Northwestern Frontier Province (NWFP), and Baluchistan. Each province is further divided into divisions each of which comprises 3-4 districts. Each district is sub-divided into sub-divisions/Tehsils. Each Tehsil/sub-division is further divided into union councils each of which comprises 10-15 villages. In addition there are some Tribal Areas and Northern Areas administered federally.

2. According to the 1981 census, total population was 82.0 million and the annual population growth rate was 3.1%. The average family size is 6.5. For every 111 males there are 100 females in Pakistan. 45% of the population is below the age of 15 years whist only 4% are above 65 years of age. At present the total population is estimated to be around 110 million.

3. Northern and Western parts of the country are extremely cold in winter and have pleasant summer whereas the central plains are extremely hot in summer and could in winter. Rains are monosomic in origin and fall late in summer. The average rain fall in various parts of the country ranges between 38-1795 mm. Pakistan has a largest network of canals for irrigation purposes. However, in some parts of the country the agriculture is dependent totally on rains. The major field crops include wheat, cotton, sugar cane, rice and oil seeds. Mangoes, bananas, oranges, guavas, apples, potatoes, cauliflower, cabbage, carrots, peas and spinach are among the major fruits and vegetables grown in Pakistan. Dairy animals include cows and buffaloes which are also used for meat production. Besides, poultry farming for meat and eggs and sheep and goat raising are also popular agricultural pursuits.

Literacy Situation

Pakistan was established as an ideological state and the Muslims are exhorted to seek knowledge from the cradle to the grave. The Holy Quran has repeatedly stressed the importance of knowledge for the Muslims. According to the Holy Prophet it is the duty of every Muslim, man and woman, to seek knowledge. There should be, therefore, no apparent lack of commitment on part of the individuals as well

as the government for the promotion and acceleration of education. Despite this, unfortunately the literacy situation in the country is highly unsatisfactory. According to 1981 census (Latest in the country) the literacy rate stood at 26.2%. The rural urban and gender disparities make the situation even more discouraging. Details are given in Annex-I which reveal as low a literacy rate as 1.7% among female population in Baluchistan Province. However, over the years there has been some improvement through the government's concerted efforts towards expansion of primary education facilities and improvement in participation and retention rates and adult education programmes. The overall literacy rate at present is estimated at 35% which is still among the lowest in the world.

The primary and basic education is top priority of the government within the education sector. Large amounts of money and human efforts are going into the development and expansion of primary education in facilities in the country. A number of projects have been launched for this purpose. World Bank financed ( ) Primary Education Development and Expansion (PEDEP) II & III; World Bank financed (Rs. 4.3 billion) Sindh Primary Education Project, World Bank financed (Rs. 114.1 million) Baluchistan Primary Education Project, ADB financed (Rs. 1,739.3 million) Girls Primary Education Project and USAID financed ($70 million) Primary Education Project for NWFP and Baluchistan speak of this commitments and resort of the Government. On the adult literacy front too number of programmes have been launched since 1981. Student Literacy Drive, Industrial Volunteers Teachers, Literacy Classes in Government Organizations, Iqra Project, and Nai Roshni School project launched by the Literacy and Mass Education Commission have met only a limited success and were abandoned some what pre-maturely for one reason or the other. Currently on-going literacy programmes include (i) use of Quranic literacy to promote general literacy among females and (ii) Eradication of illiteracy in selected areas to be carried out through NGOs. Besides a nation wide literacy promotion strategy is being developed which is expected to cost about Rs. 20 billion. These efforts aim at achieving universal primary education by the year 2003 and raising the literacy level to 70% by the same year.

Need for Agricultural Vocational Training Material

Agriculture plays a pivotal role in Pakistan's economy contributing significantly (about 30%) to the GDP and employing nearly 60% of the labour force. Despite significant improvement over the years and increase in production, the average per unit productivity is still very low as compared to the developed countries and even the demonstrated optimum within Pakistan. As a result, the country has to import substantial quantities of edible oils, milk products and even wheat, the staple food of majority of its people. There is a great potential for increasing productivity as the required climate and soil conditions are available. Two of the major reasons for low productivity are out-dated farming practices and inadequate use of various in-puts. These can be attributed to low literacy rate especially among the rural population in general and in adequate agricultural education down to the grass root level in particular. Besides small holdings (below ten acres) and in adequate finances make the situation even more complex. Hence there is a need for development of agricultural vocational training material suitable for small income groups which may be easily understood and followed by rural neo-literates and even illiterates. Information in the form of leaflets in simple easy to follow language, posters, and films etc. focused on various target groups of rural population is badly needed.

Cases/strategies of suggestions for development of material

A number of agencies in the country are involved in the development and dissemination of informatory material including agricultural vocational training material. Important of these are agriculture departments (extension/information wings), agriculture universities, Allama Iqbal Open University, Islamabad, Ministry of Education in collaboration with National Education and Training Commission (NETCOM) and Provincial Literacy Centres. Number of NGOs are also involved in this endeavour. The materials include original material developed by various agencies as well as those adapted from the material produced overseas. Partial list of titles at Annex-II (specimen copies of selected material developed by various agencies shall be shown). The major obstacles in achieving the objective and realization of full benefit from these materials are relatively inefficient mechanism for distribution of these materials and motivation on the part of the target groups. Moreover there is need to make the material more attractive and interesting and easy to follow by including pictures and diagrams and improvement in language in case of print materials. There is also need for development of more material on videos. The AIOU has done unique experiment adopting printed-visual-audio approach with good level of success.

Progress on adoption of AJP material

The Ministry of Education has developed Urdu (national language) version of "Mina Smiles" a video movie aimed at motivating illiterate adults to learn reading and writing originally developed under AJP under ACCU. Similarly an Urdu version of another video aimed at inspiring parents to send their female children to schools has also been prepared by the Ministry of Education with the collaboration of UNICEF. Recordings of these for showing on National TV have also been prepared and were on the air on the International Literacy Day. Besides two leaflets one entitled "Murgh Bani Apnaie aur Apni Amdni Brhaie" (increase your income through Poultry Farming) and other on "Achhi Sehat Ke Liye Bachun Ki Ghaza" (Diet for children good health) and a poster on "Bijli Ihtiat Se Istemal Karian" (Be careful while using electricity) based on AJP material

have also been prepared. Multiple copies of each of these materials (Leaflets & Poster) have been provided to various organizations (24 in number) dealing with literacy/rural development/ development of literacy material.

ANNEX-I

Literacy Figures Sex, Rural and Urban (1981 Census)

Unit	TOTAL			RURAL			URBAN		
	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female
Pakistan	26.2	35.1	16.0	17.3	26.2	7.3	47.1	55.3	37.3
NWFP	16.7	25.9	6.5	13.2	21.7	3.8	35.8	47.0	21.9
Punjab	27.4	36.8	16.8	20.0	29.6	9.4	46.7	55.2	36.7
Sind	31.5	39.7	21.6	15.6	24.5	5.2	50.8	57.8	42.2
Baluchistan	10.3	15.2	4.3	6.2	9.8	1.7	32.2	42.4	18.5
Islamabad	51.8	63.1	37.5	33.8	49.6	15.9	63.3	71.3	52.7

Source: Pakistan Census Commission

ANNEX-II

Partial List of Agri-Vocational Material Developed by Various Agencies in Pakistan

1. Behtar Zirat (Better Farming)
2. Gobi Ki Kasht (Growing cauliflower)
3. Shakar Kandi Ki Kasht (Growing sweet potato)
4. Mooli Ki Kasht (Growing Radish)
5. Shimla Mirch Ki Kasht (Growing sweet pepper)
6. Lehsan Ki Kasht (Growing garlic)
7. Petha Kadu Ki Kasht (Growing Gourds)
8. Shalgham Ki Kasht (Growing Turnips)
9. Bhindi Tori Ki Kasht (Growing Ladies finger/Okra)
10. Sabziun Ki Kasht (Growing vegetables)
11. Sabziun Ki Plastic Tunnel Min Kasht (Growing Vegetables)
12. Anar Ki Kasht (Growing Pomegranates)
13. Seb Kai Zarar Pasan Keere, bemarian aur Unka Insdad (Insects pests and diseases of apple and their prevention/cure)
14. Turshava Phal (Citrus fruits)
15. Adviyati Paudun Ki Kasht (Growing medicinal plants)
16. Phalun aur Sabziun Ko Mehfooz Karna (Preservation of fruits and vegetables)
17. Phalun aur Sabziun Kii Achar aur Chatnian (Pickles and Sauces of fruits)
18. Aam Ki Masnuat (Guava products)
19. Amrud Ki Masnuat (Guava products)
20. Gharailu Bekri (Home baking)
21. Bakrian Paliae (Raise goats)
22. Teddi Bakriun Ki Afzaish (Raising of Teddi 'small size breed" goats)
23. Bakriun Ki Afzaish (Raising of goats)
24. Bairhun Ki Afzaish (Raising of sheep)
25. Beef Production
26. Dehi Murgh Bani (Rural Poultry farming)
27. Chand Saste aur Matwazan Ghazai Ameze (Some cheap and balanced dietary mixtures for animals)
28. Tarika Hai Taleem-c-Bolghau (Adult Edu: Methods)

PAPUA NEW GUINEA

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Introduction

PNG is one of the most diversity countries in the world that has very many different ways of life contrast to other parts of the world, and has been seen as an island of paradise in agriculture.

As one of the old saying "Agriculture is both art as old as the Garden of Eden and as new as tomorrow". Basically it is a hobby to some and a profession to others.

Three centuries ago, the English philosopher named Francis Bacon wrote, "God Almighty First planted a garden and a livestock, and indeed it is the purest of human pleasures in life". Agriculture gives many people a great amount of pleasure in all parts of the world.

It deals with the cultivation of crops production and the livestock. Most importantly agriculture produces food. Every person in the world needs food. Food that people need come from plants and animals. So agriculture is a way of life. This means agriculture enriches our lives with nutritions flavour of food, and the beauty and utility of decorative plants and animals.

Importances of Agriculture

There are five basic importances:

1. Provides very easy cash income for an ordinary people.
2. Creates Employment
3. Provides capital
4. Provides market for industrial goods.
5. Goods earning foreign exchange.

Human Resource Development is the key man power that provides skills training in agriculture techniques, planning, management, motivation and communication to key farmers, community leaders, extension officers, field personnel, technical staff, and government managers.

The aims are:

1. More emphasis to replace of food, vegetables, and livestock imports and to pay more attention on the less developed parts of PNG.

2. Cattle development will continue to be a major programme. However, the aim of complete self reliance in fresh meat will not achieved for quite some time due to high level of extension input required for cattle project, even after the project is well established and all loan obligations have been met, by small holders. Budget restriction has made it impossible to maintain level of extension.

3. Poultry - very good progress has been made with meat and egg production, and it is expected that PNG will shortly become completely self sufficient in meat and egg production.

4. Pigs, sheep, and goats - more emphasis will be placed on improving traditional animal husbandry methods, and to improve nutrition in villages.

   The major effort in pig production will be to improve diets, and provide easy cash income.

5. To decrease imports of sugar, fruits, vegetable, and livestock products, and increase in domestic production.

6. Agriculture research is an important input to improve production of agricultural commodities and maintaining freedom from pests and diseases.

   Research of good crops and small holder farming system, is an important part of this research programme.

7. Cash Crops - coffee, cocoa, copra, palm oil, rubber, tea, phyrethrum and spices

Export main cash crops are the major source of cash income for the majority of the rural PNG. Despite decline in the world prices, PNG Government continues to financially support the production. PNG Government has ear marked K50 million to maintain the level of export production.

Services to Agricultural Industries in PNG

There are four major services:

1. Production Inspection Service - is aimed at ensuring the quality of PNG produce and conformity with international packing and grading standards.

2. Marketing Section - purchases crops from growers in areas where private enterprise does not operate.

3. Quarantine Service are essential to maintain PNG free from plant and animal diseases.

4. Extension Service - is to provide extension services where the need is greatest, with most emphasis on less developed areas. They are the first technical level of government interaction with farmers.

Agriculture in Vocational Centres

The main aim is to assist those students who cannot continue their formal education to equip themselves with very basic agriculture course in livestock and crops production.

The emphasis is geared towards the village or rural technology. After completion of the course each trainee will be able to:

1. Set up a small livestock or a vegetable project in his or her village.

2. Seek assistant from DPI for a bank loan.

3. Manage his or her project successfully and establish a market for

PHILIPPINES

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Introduction

The Medium-Term Philippine Development Plan for 1993-1998 envisions that at the threshold of the twenty-first century, the country would have become more politically, economically and socially stable with an empowered citizenry, enjoying a better quality of life. Guided by this vision, the plan aims to achieve the twin goals of global competitiveness and people empowerment. Every government agency in the country has focused their programs toward the adoption of development strategies that will enable them to contribute their share in the attainment of these goals.

Highest in the list of the present administration's priority strategies are poverty alleviation and countryside development. It is envisioned that these areas will provide for the economic take-off that the country needs to attain the level of a newly industrialized country. This requires focusing on the plight of the country's total poor population, two thirds of which can be found in the rural areas. Statistics of 1991 show that the so-called core poor, those with the highest income short-fall also live in rural areas. And by industry, the biggest block of the rural poor, about 62-66% are engaged in farming.

The vast majority of the rural poor are landless and near landless or those mainly dependent on wage income. In agriculture, these include the farm workers in the sugarcane, rice, corn, coconut and forestry group. These also include the self-employed heads of the family, primarily the leases, tenants and small owner-cultivators. This trend describes the fact that of the 4.2 M employed in 1991, more than half were in rural areas. However, data on labor and employment indicate that 5.1 M of the 7.1 M under employed were agricultural workers, who are usually seasonally employed/hired.

Significantly, statistics also show the correlation between poverty and illiteracy, so much so, the situation of the rural poor and the rural illiterates in the Philippines (See Attachment). Taking this into account, the Philippine Education for All (PEA), Program on Eradication of Illiteracy (EOI) stresses the integration of literacy with other development initiatives, like agricultural/vocational skills training, health and nutrition services, community organization, cooperative development and other sectorial concerns, making literacy more functional and relevant to the needs of the target clientele. Thus, while the illiterates learn to read, write and compute, they also acquire basic life skills, knowledge and attitudes that will enable them to improve the quality of their life. This strategy, as expected, will increase the simple literacy rate in the country from 89.8% to 98% and functional literacy rate from 73.2 to 85% by the year 2000.

In keeping with the policy of integration of literacy programs with other development initiatives, the Bureau of Non-formal Education, Department of Education, Culture and Sports developed a proposed literacy curriculum grid which include the following content areas: (1) Family Life, (2) Economic and Income, (3) Health and Nutrition, (4) Environment, and (5) Civics and Culture. Contents of literacy materials that have been developed by the BNFE are drawn from this grid.

The BNFE and its field counterparts have also developed and produced literacy materials particular to the needs of the children and mothers in the seven provinces of the Area-Based Child Survival and Development Program in cooperation with the UNICEF. These materials carry messages on the role of women, nutrition, maternal and child health. Environmental sanitation and protection, and livelihood skills development. Materials developed, adapted or translated for neo-literates under the AJP program are also focused on most of the above-mentioned content areas. These indicate the dearth of literacy materials for agricultural skills development.

The Department of Agriculture and other agencies engaged in agriculture have developed, printed and distributed guides, instructions, and brochures to boost agricultural production by increasing options of growers and raisers. But the literacy situation in rural areas demands that these materials match the literacy level, needs, and interests of clients in those areas where illiteracy is still high and half of the people are engaged in agriculture.

The Problems/Needs of Development of Literacy Follow-up Materials in Agricultural Vocational Training for Adults in Rural Area

Some identified problems/needs concerning the development of literacy follow-up materials on agricultural vocational training include the following:

1. Lack of technical and financial support

The Department of Agriculture and other agencies involved in agriculture have produced and distributed materials in English and major languages of the different regions. The DECS-BNFE also produced AJP adapted materials related to the subject. But translation, reproduction and distribution of these materials to the rural areas entail enormous funding requirements. Technical know how is also necessary to modify these materials to make them adaptable to local needs. This requires funding for honoraria, transportation expenses and subsistence allowances of experts mostly coming from the Central or Regional Offices, and local program implementators who also double as instructional materials development staff.

2. Lack of effective coordination and collaboration between non-formal education sector and the agriculture sector at various levels.

Most efforts at developing materials on agricultural training are fragmented and un-coordinated resulting in unnecessary duplication. There is a proliferation of materials for traditional agricultural courses offered to relevant to particular communities. Some materials do not meet the needs of trade and industry in the country due to lack of coordination between and among agencies that develop them and the users of the materials.

3. Need to address cultural background of special groups.

In Mindanao and other parts of the country, there are considerable numbers of Muslims and other ethnic cultural tribes with distinct cultural practices and needs. The produced materials on hog raising and other animals do not meet the needs of some sector of the population in certain areas, and in fact, are culturally non-relevant.

4. Inadequate reading time.

Reading is done mostly in the privacy of the home, while reading centers are seldom used as place for reading. Adults in the rural areas have most of their time during the day tied to work in the farms. They have very little time during the day left for reading. Neo-literacy materials should reach them in their homes, so that they can read them at least before going to bed.

5. Need for materials for different literacy levels.

The Department of Agriculture and College of Agriculture, University of the Philippines, Los Banos have been distributing mimeographed instructions and brochures on latest development in agriculture. Many farmers reached by these materials can not read them. Some can read them but can not fully understand them and therefore can not very well implement the instructions. So, they stick to their primitive and antidoted farming methods.

6. The problem of format

Conformably with the intended purpose of the literacy materials, whether motivational, informational, or follow-up, the materials on horticulture and animal raising available are mostly in book and booklet forms. There is a need to have some of them be printed in format that would easily achieve the purpose of enhancing literacy skills, processing information, promoting active learning and meeting information needs of the clientele; and printed to suit the literacy level of the neo-illiterates.

Successful Cases and Strategies of Development of Literacy follow-up Materials in Agricultural Vocational Training (Horticulture and Animal raising) for Adults in the Philippines

Neo-literates only read and write something they benefit from. The literacy follow-up materials must provide help and opportunity to improve the literacy skills needed to improve the quality of life and productivity of the neo-literates. Developers and producers of these materials must consider these factors to ensure effective utilization of the materials by the intended users.

In Western Mindanao, a pamphlet on pest control, the "Bua Negro" was discovered by DA officials in the regional office to be a successful locally printed material. This was based on the pressing problem and need of the target clientele, and printed in the dialect of the users, hence in demand by farmers in the Zamboanga areas.

The Ornamental Crop Technoguide for Cebu is another printed material which is intended for development workers and technicians, especially growers of ornamental crops. It boost the production of ornamental crops to increase the income of the growers. "Backyard Cattle Raising" is another successfully printed guidebook which provides opportunities and benefits for small scale cattle raising. Mimeographed copies of this guide have been distributed in Central Visayas where cattle raising is a popular industry.

The Department of Agriculture, in cooperation with the Horticulture Section, Bureau of Plant Industry developed and distributed calendar and guides for vegetable growing in Cebuano. These are now widely used by Cebuano-speaking group all over the country.

Simple and low-cost pamphlets on vegetable gardening were reproduced by Agricultural Communication Service (AGCOM), Department of Agriculture in Western Mindanao. Although not colorfully illustrated, the materials are being distributed free and are being used widely in that region.

The success of the materials mentioned above are due to certain strategies and characteristics inherent in the literacy materials. These strategies, characteristics and other factors such as needs, interests, level of literacy and language of the users are considered by the producers of the materials.

Recent Progress in the Production of National Version of the AJP Materials

The DECS-BNFE has developed/produced a total of 15 titles of adapted AJP literacy materials, 14 of which are clientele materials (See attachment). All of these have already been distributed to the field for use in literacy programmes.

The adapted AJP materials were printed/ produced in 2 or 5 languages, with Filipino always as one of the languages. This is in keeping with BNFE's effort to promote the national language.

In the selection of the AJP materials for Philippine adaptation, relevance of the materials to the needs, problems and concerns of the clientele at both personal and societal level has been the overriding consideration. The adaptation and production of these materials are intended to enhance the literacy skills of the neo-literates so that they do not revert to illiteracy, and improve their quality of life and productivity.

Commensurate with the funds made available, the number of copies produced per material as shown in the attached table varies. The BNFE, however, made it a policy to have copies of materials in Filipino exceed those in any of the other languages. Due to funding constraints, the BNFE has not been able to cope with the number required in the field. At an average of 2 to 5 classes with 15 to 20 per 2,400 schools districts, there is a need to print 61,830 to 82,440 copies each of the materials. Data gathered from the field showed that the school districts organized an average of 9 classes per year.

As a body charged with the responsibility to carry out programs and projects in non-formal education, the BNFE is the central producing body of the Philippine adapted AJP materials. The printed copies are sent to the DECS regional offices. The conformal education divisions in each region take charge of distributing/dispatching them to the division offices who take care of distributing them to the school districts or learning centers in the barangays.

The adapted AJP is modified to make them relevant to local needs and to depict local life situation. The setting is mostly rural to address to the present literacy situation, and the contents were modified to provide updated knowledge and information on the problems and needs being addressed by the materials.

The illustrations, setting, people, costumes were modified to depict Philippine situation. Efforts were deliberately taken to ensure that the language is simple and easy to understand by neo-literates. Some formats were also modified according to the purpose of the materials. But all modifications, made on the adapted AJP materials were intended to make them more effective as a learning resource for neo-literates.

To make them attractive, the adapted materials utilized 4 colour scheme. Size and paper varied with the type of materials. Book papers are used for booklets and similar materials, coated papers were used for posters. The choice of size and papers considered ease of handling, durability and attractiveness of the materials.

As mentioned earlier, the adapted materials are being used in the various NFE learning centers by NFE coordinators, NFE teachers and clientele in literacy classes or livelihood skills courses as entry points for literacy lessons.

Implications/Issues

1. Mismatch between the level of complexity of literacy materials produced and the need for the illiterates has been discovered. The factors affecting this must be considered when producing and adapting or developing literacy materials. Follow-up materials are developed and produced to strengthen literacy skills contributory to the improvement of their quality of life and productivity.

2. Strong coordination and collaboration in literacy materials development are necessary to cooperatively identify needs, interest and resources, and ensure appropriateness and usefulness of the produced materials. Collaboration may also ease out technical and financial problems, and may even help solve the problem of mismatch between the materials produced and the needs of the neo-literates in rural areas.

3. The development and production of materials on horticulture and animal raising require technical knowledge and skills, hence a need to train those in non-formal education sector, so that they can participate in the development of the materials they may need in the implementation of literacy cum livelihood project that is now acceptable by both illiterates and neo-literates.

4. Funds for training and development and production of literacy materials are of paramount importance. With adequate funding, appropriate literacy follow-up materials in such field as horticulture and animal raising needed by the rural communities can be developed, produced and distributed to them, so that all target clientele of non-formal education in those areas can acquire basic skills and actively participate in the development efforts for the countryside.

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4. Livestock Development Council, 1988. Tipson Goat Rasing, Diliman, Quezon City.

5. Philippine Panorama, September 5, 1993.

6. Preparation of Literacy Materials for Women in Rural Areas. Final Report, Seventh Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific, Nepal, October 17-26, 1989.

7. Non-formal Education Vision and Mission at the Threshold of the Twenty First Century, June 1993.

AJP Materials Adapted for DECS-BNFE Functional Literacy Programme
1986-1993

Title	Language(s)	Content	No. of copies	Remarks
1986				
1. Baby's Food (Booklet)	Filipino, Ilocano	Health & Nutrition	40,000	Distributed to nonformal education centers in 14
2. Bamboo Handiraft (Booklet)	Filipino, Ilocano, Cebuano	Livelihood	40,000	regions proportionate to the number of elementary school (No. 1-4)
3. Balanced Diet (Rotating Pie Chart)	- do-	Health & Nutrition	10,000	
4. Guidebook for the Development and Production of Materials for Neoliterates (Book)	English		21,000	Reprint, for wider dissemination of the text to NFE programe professionals
5. Water: Its Cycle and Uses (Booklet)	Filipino, Ilocano, Cebuano, Hiligaynon,	Health	2,800	Adapted in 1978, printed and distributed in 1988 (Nos. 5-13)
6. Cooperatives for Better Life (Comic Book)	Maranao			
7. In Case of Emergencies (Folder Type Booklet)	- do -	Livelihood, Cooperative Education	1,600	
8. Household Tips (Folder-Type Booklet)	- do -	Consumer Education, Home Management	1,600	
9. Plant Trees (Poster)	- do -	Environmental	2,800	
10. Electricity: A Friend or a Foe (Poster)	Filipino, Ilocano, Cebuano, Hiligaynon, Maranao	Energy Conservation	2,800	
11. Home Gardening for Pleasure and Profit (Flipchart)	- do -	Livelihood, Home Management	2,800	
12. Waste Can Be Useful (Flipchart with accompanying audio tape)	- do -	Health and Sanitation	1,600 4 master tape	
1989				
13. Building a Happy Community (Booklet)	Filipino, Cebuano, Ilocano	Community Development Civic Consciousness	2,200	Authority to print approved, printing
14. Good Use of Water	- do -	Energy Source	2,200	Expected to be completed by 14 quarter of 1989 (Nos.13-15)
15. Let's Repair Our Road Together	- do -	Community Development	2,200	

Table 1 Literacy Rate 10 Years and Over by Region, Rural-Urban 1990 (%)

	Total	Urban	Rural
Philippines	93.5	97.2	89.9
Region - NCR	99.1	99.1	-
CAR	89.0	96.0	85.7
I -Ilocos	95.8	97.2	94.9
II -Cagayan	91.3	95.8	89.9
III -Central Luzon	97.8	98.3	97.0
IV- Southern Tagalog	96.8	98.3	95.2
V - Bicol	95.3	97.2	94.4
VII- Central Visayas	91.0	95.3	88.0
VIII- Eastern Visayas	89.8	94.6	87.5
IX- Western Mindanao	81.3	90.9	76.9
X - Northern Mindanao	92.9	96.1	90.4
XI- Southern Mindanao	91.9	96.1	88.0
XII- Central Mindanao	83.0	90.9	80.2

Table 2 Comparative Literacy Rate 10 Years and Over by Region: July 1989

Region and Province	Literacy Rate	Functional Literacy Rate
Philippines	90.0	75.6
National Capital Region	98.0	90.0
Region I	90.2	73.0
Region II	87.8	71.1
Region III	94.6	82.7
Region IV	92.8	79.1
Region V	86.2	68.8
Region VI	86.8	70.6
Region VII	87.4	70.4
Region VIII	80.4	63.9
Region IX	82.5	59.7
Region X	91.0	76.3
Region XI	89.4	74.4
Region XII	79.7	64.8
C.A.R.	86.3	73.5

Source: FLEMMS July 1989

Table 3 Illiteracy Rate 10 Years and Over by Region, Urban-Rural 1990

	Total	Urban	Rural
Philippines	93.5	97.2	89.9
Region- NCR	0.91	0.90	-
CAR	10.99	1.29	9.70
I - Ilocos	4.20	1.05	3.10
II - Cagayan	8.70	1.01	7.68
III - Central Luzon	2.19	1.01	1.18
IV - Southern Tagalog	3.19	0.89	2.30
V - Bicol	4.69	0.90	3.78
VI - Western Visayas	7.00	1.37	5.68
VII - Central Visayas	9.00	1.95	7.05
VIII - Eastern Samar	10.19	1.74	8.45
IX - Western Mindanao	18.68	2.86	15.8
X - Northern Mindanao	7.10	1.76	5.31
XI - Southern Mindanao	8.11	1.90	6.2
XII - Central Mindanao	16.99	2.39	14.6

Source: NSO (cph) 1990

THAILAND

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Introduction

According to research finding, there is a problem of relapsing into the state of illiteracy among Thai people in rural areas. Because they lack opportunity to further their education after the completion of compulsory education, a lot of them after leaving school, because there are no books to read, they relapse into illiteracy.

Non-Formal Education Department has organized several projects to conduct post literacy activities. In materials development, printed materials, posters, radio, TV, video to be operated in public library, village reading centers have been produced.

Problems/needs of development of literacy follow-up materials on agricultural vocational training (horticulture) for adults in the country with latest literacy situation especially in rural areas

About 70% of Thai people live in rural areas, most of them are poor and live on agriculture. They lack reading and writing skills. But the system of farming in the rural areas has changed from the ancient system to the modern system. Chemical pesticides, to get rid of pest insects, diseases, and weeds, as well as chemical fertilizers are introduced to rural farmers. Some of them don't know how to use these chemicals. They don't understand the labels of these chemical pesticides because of their lacking of reading skill. Using chemicals in their farms without carefulness will increase pollution and post dangers for the farmers' and consumers' health, both in an immediate and a long term effects.

Because of Thailand being in tropical zone, there is low organic matter in our soil and because of our rural farmers always plant their crops continuously for a long time with chemical fertilizers, the soils will be poorer, little by little.

Now, many organizations in Thailand including Thai government are interested in these problems and try to persuade the farmers to decrease using chemical pesticides and chemical fertilizers in their farms and give the knowledge about nature farming to them. "Nature Farming" is another way of agricultural development. We try to give the education not only about the danger of the poison of chemicals but also how to improve the soils by nature farming.

Successful cases and strategies of development of literacy follow-up materials on agricultural vocational training for adults in the country

As the Non-Formal Education Department has tried to use different kinds of materials to diffuse agricultural education to the target groups in the rural areas, it has been found out by the follow-up that there are two projects that have been carried out successfully as the following:

1. Wat Yanasangvararam Agricultural Training and Development Center Projects, Huai Yai Subdistrict, Banglamoong District, Chonburi Province.

In order to carry out the work successfully, the project aims to train the youth between 15-25 years old who completed compulsory education, at a group of 20 people. The project's objective is to train them to be knowledgeable, being well informed, and having vocational skills. The training curriculum's content comprises of nature farming especially about horticulture. The process of training focuses on theoretical knowledge and its applications. The trainees have to stay in the center and have to practice in the field. It takes 4 months for each group to complete the training course.

There are demonstrated farms in Wat Yanasangvararam Agricultural Training and Development Center. So, the farmers, the students, the teachers, Thai and foreign tourists come to visit our farms. We have short term curriculum for 3-10 days for the farmers of the people who are interested in nature farming. The center also trained the government officials who are the staff members of the vocational training and development centre for Thai people along the border areas of Prachinburi, Uttaradi, Loei, Mukdahan, Chiangrai, Chumporn, Tak, Kanchanaburi, Surin, and Pattani including the government officials who are the staff members of the regional non-formal education centers and the province non-formal education centers. These government officials will expand the knowledge of nature farming to their rural people again.

According to the follow-up of materials application, there has been found that there are various kinds of media being used in the training such as video, television, printed materials, and audio-visual, demonstrated farms, and study tour in other places. Moreover, the trainees have a chance to practice in demonstrated farms. They can develop their skills while being trained. So, they may apply these skills to their daily life when they finish the training course.

2. The Training for Vocational Certificates Project.

The course of Training for Vocational Certificates aims to encourage the rural learners to participate in the program after their completion of compulsory education. It is believed that after completion, the learners will be able to do a job on their own. The content mainly stresses agriculture and offer completion of 2,700 hours programs. The learner will receive a certificate equivalent to lower secondary education level. This program is organized by an organizer who as co-ordinator, giving advises and follow-up the program. Group meetings are conducted at a time depending on the learners and co-ordinator's convenience. The purpose of group meeting is to find solution(s) to the problems.

The learning and teaching process emphasizes self-instruction, and the first priority is learning package while using other media is second priority. The content of the learning package focuses mainly on agriculture and the learners have to conduct activities as mentioned in the learning package step by step.

According to the annual follow-up program, it shows that the learning package is the most effective tool to encourage learning process, and also the details of the content and its format are suitable and relevant to the needs of the learners, while other media such as radio program is second priority.

Recent progress on production of the national versions of the AJP materials

The ACCU has given various types of learning media to Thailand such as booklets, posters, games and other kinds of electric media. Some types of these media have been already translated into Thai language and distributed to public library and village reading centers throughout the country. These media are Everyone's Water, Let's Safely Use Electricity, Nutrition (card game), Guidebook for Development and Production of Materials for Neo-Literates, Let's Read, and Sanitation, etc.

At the present time, the Department of Non-formal Education is developing 4 material prototypes with the financial assistance of ACCU. These materials once completed will be test tried at Wat Yannasangwararam and distributed to ten other Vocational Training and Development Centers along the Thai Boarder, and interested persons/parties. The four prototype materials are compost manure, green manure, farm yard manure, and liquid manure.

Conclusion

Many kinds of materials were produced and used in two successful programs for the training in vocational agriculture by the Department of Non-formal Education. However it is to be advised that the learning process must include the use of multi-media until the learners are well informed and have concepts necessary to apply what they studied.

VIETNAM

Tran Quoc Chan
Specialist on Literacy, Post Literacy and Population Education
Continuing Education Department
Ministry of Education and Training
Hanoi

I. Literacy Situation

1. Vietnam, since its national independence on September 2, 1945, has made constant efforts in the fight against illiteracy and has obtained great achievements in this field.

In 1945, 95% of the Vietnamese population were illiterate. But after nearly half a century carrying out the literacy campaign in very difficult circumstances by 1980, more than 88% of the Vietnamese population at the age of 10 and over had become literate.

However, the Education Service and local authorities have continued the fight against illiteracy in order to consolidate the results of the literacy campaigns and increase the number of literates. In spite of continuous efforts by 1990, 2,117,665 people aged between 15 and 35 had remained illiterate.

2. In general, the illiterates does not make up a large percentage of the population but most of them concentrate in remote and out-of-the way areas (mountain and coastal areas out-of-the way areas in the Mekong river delta and islands). As a result, there are many areas where the illiterates account for a very large percentage. The number of illiterates in mountain areas throughout the country is 747,700 accounting for 35% of the total number of illiterates in the above mentioned age group. Meanwhile, the population of these provinces only make up 13.5% of the national population. Noteworthy is that illiterates who are ethnic minority account for a very large percentage often more than 70% of their population (for example 75% of the Dao ethnic minority people, 88% of the H'Mong people).

The percentage of woman illiterates are higher than men. The number of women illiterates doubles that of men and there is a trend of increase. Most of the illiterates are unskilled workers such as farmers, fishermen, hand craftsmen, jobless or semi-jobless people, low-income persons whose lives are needy.

3. Meanwhile, primary education has not been universalized especially in mountain provinces school enrolment is very low, the rate of school drop-outs is very high. The children drop out right at grade 1 and 2. According to statistic figures, there are about 2.2 million children of school age do not go to school or drop out primary school.

So, it is impossible to complete eradicating illiteracy for people aged between 15 and 35 if there are no measures to stop a source of illiterate people from primary school drop-outs.

4. Every year together with many neo-literates, there are quite a few people relapsing into illiteracy. The reason is that their literacy is not steady and they lack necessary learning conditions to consolidate their knowledge. Investigations show that 80% of neo-literates who have an education level equal to grade 1 and 2 were almost relapsed into illiteracy, and almost all those who have an education level equal to grade 3 and 4 have it reduced by 1 or 2 grades.

5. The deep cause of the above mentioned situation is that economic difficulties have prevented the people's learning possibilities and opportunities. Normally illiterates make up a great number in areas with slow socio-economic development. As a result, the learners are not aware of their own learning needs. In addition, it is difficult to organize and maintain appropriate modalities of learning.

In the past, literacy campaigns were to some extent effective. However, they are not suited in the current situation. Now on the one hand we must reconstruct the contingent of literacy promoters helping the grown-up eradicate illiteracy while universalizing primary education for children to prevent the additional source of illiteracy. On the other hand, we must pay attention to improving the quality of literacy skills helping the learners know how to read and write while providing them with functional knowledge in order to improve the quality of their lives and ensure that they will not relapse into illiteracy.

6. Although the State has invested in literacy work, the investment is not enough for difficult areas. The local authorities have been aware of the urgency to quickly change the situation but they are coping with financial shortage to create that change.

II. Issues to be Solved

1. It is required to make annual investigations to have reliable data on illiterates in each location and locality throughout the country. On this basis to build a literacy program under the following orientations linking the literacy work with the socio-economic development process, promoting the coordination between the Education service with economic cultural and health care services. It is also needed to build a coordinated program to at the same time, eradicate illiteracy, universalize primary education, build new rural areas, implement the population policy and develop household economy.

2. To logicise the school network, particularly in difficult areas, ensuring that the villages will have classes each school and each teacher will have a chance to carry out well the literacy work and universalization of primary education and further training will be given to leaders and teachers involving in literacy work and continuing education.

3. To make full use of local human and financial resources to eradicate illiteracy and universalize primary education. Investment should be made in difficult areas.

4. It is required to compile textbooks and supplement reading materials suitable to the conditions and abilities of learners in each locality helping them obtain substantial results by combining teaching general education with vocational training and providing them with knowledge on population environment health care income and spending, etc.

5. Provide enough literature to the neo-literates to help them continue learning particularly the knowledge that relates to agricultural production in order to ensure their steady literacy and improve the quality of their life, their family and the community.

6. To make full use of and effectively use international financial assistance in the fight against illiteracy in Vietnam. Particular reference will be made to UNESCO and ACCU experience in compiling textbook and other literacy materials for neo-literates. To develop distance education modalities to help create appropriate learning environment for the neo-literates.

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PLANS OF NATIONAL FOLLOW-UP ACTIVITIES

1. Outline for Preparation of National Follow-up Activity Plans

ACCU prepares to make, in co-operation with UNESCO PROAP, financial assistance to national follow-up activities planned to be executed by participating countries. The projects to which financial assistance may be provided will be selected in accordance with the following guideline:

1. Eligible project:

Among the national follow-up activity plans to be submitted by the country teams during the present Workshop, the projects which are planned and executed under the following line is eligible:

Organization of a national training workshop on the preparation of literacy follow-up materials, where the AJP materials, including "New Guidebook for Development and Production of Literacy Materials" are used as a part of working documents.

2. Amount of assistance:

US$500 to US$1,000 per country will be assisted.

3. Selection and endorsement:

(1) After the present Workshop, ACCU will, in consultation with UNESCO PROAP, make a selection of the recipients.

(2) ACCU will then obtain endorsement from the National Commissions for UNESCO concerned and conclude contract with the Commissions for execution of the Projects.

4. Schedule of execution:

- Notification to the recipients: End of February 1994
- Completion of national projects: End of July 1994
- Submission of report to ACCU: End of September 1994

5. Contents of Application for National Training Workshop:

(1) Objectives and contents of the training
(2) Number of participants and their background
(3) Venue and date
(4) Tentative programme of the Workshop
(5) Faculty member
(6) Training materials
(7) Assistance sought from ACCU/UNESCO PROAP
(8) Executive organization

2. Plans of the Follow-up Activities submitted by the participating countries

1. Afghanistan

1. Objectives and contents of the training:

Preparation of Literacy Follow-up Materials

2. Number of participants and their background:

25 person concern to Literacy Affairs Office in Cabul.

3. Venue and date:

Literacy Affairs Office, Cabul
1 May 1994

4. Faculty member:

Literacy Affairs Office Members

5. Name of the Workshop:

Horticulture and Animal Raising.

9. Executive Organization :

Literacy Affairs Office, Ministry of Education
Shar Rahi Shar Now Cabul Pheun No.95979

2. China

1. Objectives and contents of the training:

(1) To introduce the information of the Eleventh Regional Workshop.
(2) To train compiler by the new methods from ACCU.

2. Number of participants and their back-ground:

50 participants in charge of developing literacy follow-up materials from provinces, autonomous and municipalities.

3. Venue and date:

Venue: Beijing
Date: July 1994

4. Tentative programme of the Workshop:

10 days

5. Faculty member:

(1) Leaders from Adult Education Department of State Education commission
(2) Leaders and experts from People's Education

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Press.

6. Training materials:

(1) AJP materials
(2) New Guidebook for Development and Production of Literacy Materials

7. Assistance sought from ACCU/UNESCO PROAP:

(1) Financial: US$1,000 for the Workshop
(2) Material: AJP materials

8. Name of the workshop:

The National Workshop on Development of Literacy Follow-up Materials

9. Executive Organization:

Adult Education Department of State Education Commission and People's Education Press

3. Indonesia

1. Objectives of the training:

The objective of the national will be to provide training experience in literacy follow-up materials development on agricultural vocational training (horticulture and animal raising) for adults, to the participants from BPKP, SKB, tutor & facilitator, especially in the following areas:

a. Study of needs and problems related to agriculture (horticulture and animal raising) of the people in rural areas.

b. Development and field testing of neo-literacy materials (booklet, leaflet folder, poster, and camera and audio visual).

c. Adaptation and evaluation of AJP materials and the other existing materials.

d. Discussion on development, utilization and distribution of learning materials.

2. Contents of the workshop:

To achieve the objective, contents of the workshop are:

a. Presentation and exchange of information on literacy situation in rural areas and development of literacy follow-up materials on agricultural vocational training (horticulture and animal raising) for adults in rural areas.

- Exchange information among participants.
- Understanding of materials produced by Dept. of Agriculture, Dept. of Information, and Dept. of Education and Culture and AJP.

b. Development of literacy follow-up materials on agricultural vocational training (horticulture and animal raising) in the form of: booklet, folder, poster leaflet, game and audio visual

c. Distribution and utilization of the materials developed:

- Planning of effective utilization and distribution
- Planning of follow-up activities in the provincial level

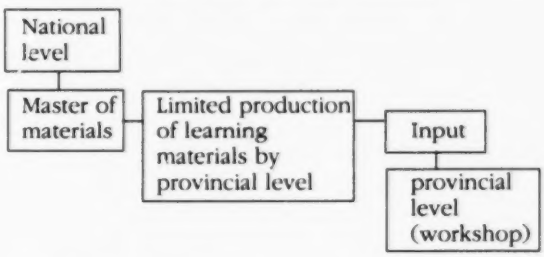
2. Number of participants and their back-ground:

(1) Staff BPKB Kupang:	4	persons
(2) Staff SKBS (all over East Timor):	20	"
(3) Staff BID. DIKMAS (East Timor):	4	"
(4) Staff Dit. Dikmas:	4	"
(5) Tutor & Facilitator:	8	"
Total	40	persons

3. Venue and date:

The workshop will take place at SKB Dilli (East Timor) 20-29, August 1994.

4. Tentative programme of the Workshop:



5. Faculty member:

(1) Dept. of Agriculture	1	person
(2) Dept. of Information	1	"
(3) University of Oudana (Agriculture Faculty)	2	"
(4) Pustekom	1	"
(5) BPKB Lembang	1	"
(6) BPKB Kebon Jeruk	1	"

6. Training materials:

- Audio visual (video, slide, cassette)
- Printed material (booklet, leaflet folder, poster and game)
- Simple of learning material on agricultural vocational training (printed and audio visual)

7. Assistance sought from ACCU/UNESCO PROAP:

a. Finance: US$5,000.00
b. Technical: At least 1 resource person from ACCU
c. Material: Photo camera
Video camera
Materials on Agriculture Vocational Training produced by AJP (Newest product)

8. Name of the Workshop:

Training of Literacy Follow-up Materials on Agricultural Vocational Training for Adults in Rural Areas

9. Executive Organization:

Directorate of Community Education
Address: Jl. Kramat Raya 114, Jakarta

4. Maldives

1. Objectives and contents of the training:

- To introduce AJP and ATLP materials production
- To adapt ACCU materials

2. Number of participants and their back-ground:

10 personnel attached to the teaching/academic background.

3. Venue and date:

Literacy Affairs Office
June 1994, Male, Rep. of Maldives

4. Tentative programme of the Workshop:

- Orientation to ATLP materials
- Adaptation of ACCU materials

5. Faculty member:

Officials and educators of Non-formal Education Center

6. Training materials:

ATLP materials, AJP materials

7. Assistance sought from ACCU/UNESCO PROAP:

(1) Financial: US$1,000
(2) Material: AJP materials

8. Name of the Workshop:

Workshop for Preparation of Literacy Follow-up Materials

9. Executive Organization:

Non-formal Education Centre, Salahuddeen, Building, Male, Rep. of Maldives
Tel: 960-328772

5. Mongoria

1. Objectives and contents of the training:
To motivate the illiterates in the area to become literate.

2. Number of participants and their back-ground:

30 participants from provinces

3. Venue and date:

Ulanbator
May 1994 (six days)

4. Faculty member:

Mr. B. Damdinsuren, Teacher Training College

5. Training materials:

(1) AJP materials
(2) Follow-up materials

6. Assistance sought from ACCU/UNESCO PROAP:

(1) Financial: US$1,000
(2) Material: Different cassette (TV and record), TV camera

6. Papua New Guinea

1. Objectives and contents of the training:

To develop national capacity by assisting officials in analyzing national and regional agricultural vocational training systems and literacy follow-up training programme in the rural area.

2. Number of participants and their back-ground:

- Principal curriculum officer - national level: 1
- Curriculum officer national level agriculture: 1
- Non formal officials and agriculture official vocational centres: 40

3. Venue and date:

LAE, PNG
July 28, 1994

4. Tentative programme of the Workshop:

Development and testing of testing of AJP materials on agricultural vocational training for adult in rural areas.

5. Faculty member:

(1) PCO National Curriculum Unit
(2) Agricultural Experts UPNC
(3) NPNF vocational officers

6. Training materials:

Audio video, fully illustrated printed materials, postal.

7. Assistance sought from ACCU/UNESCO PROAP:

(1) Financial: US$5,000
(2) Technical: ACCU/UNESCO

(3) Material: Audio visual (slide video)
Printed Booklets

8. Name of the Workshop:

Analyzing and developing literacy follow-up materials on agricultural vocational training for adults in rural areas in Asia and Pacific.

9. Executive Organization:

Mr. Naop Yaling, Principal Curriculum Officer, Vocational Centres, Department of Education Magazine PNG, TEL: 25-2869

7. Philippines

1. Objectives and contents of the training:

Provide training experience to NFE Supervisors in the 15 regions in literacy follow-up materials development on practical agricultural vocational training for adults in rural areas.

2. Number of participants and their back-ground:

15 Regional NFE Supervisors with training and background in agriculture, particularly horticulture and animal raising and 15 illustrators.

3. Venue and date:

Boy Scout Center, Capital Hills, Cebu City
June 1994 (two weeks)

4. Tentative programme of the Workshop:

(1) Exchange of Information on literacy situation in production of literacy materials in the region.
(2) Resource papers or Production and Development of Literacy Follow-up Materials on Agricultural Vocational Training
(3) Work through on materials already produced in the country/region and AJP materials
(4) Development of literacy materials and field test
(5) Finalization of materials produced
(6) Preparation of plans to distribution and utilization
(7) Preparation of regional plans and briefying
(8) Evaluation of the Workshop

5. Faculty member:

3 to 5 experts in literacy programme and materials development and experts in horticulture and animal raising for the department of agriculture

6. Training materials:

a. New Guidebook for Development and Production of Literacy Materials
b. AJP materials and drafts of national and regional workshops
c. Materials developed by Dept. of Agriculture

7. Assistance sought from ACCU/UNESCO PROAP:

(1) Financial: US$1,000
(2) Technical: Experts on development of production of literacy materials on agricultural vocational training
(3) Material: Copies of New Guidebooks
Copies of literacy follow-up materials on agriculture

8. Name of the Workshop:

National workshop on the Development and Production of Literacy Follow-up Materials on Agricultural Vocational Training for Adults in Rural Areas

9. Executive Organization:

Bureau of Non-formal Education, Dept. of Education Culture and Sports, NASA Complex, Pasig, Metro Manila

8. Thailand

1. Objectives and contents of the training:

To produce learning materials of "Nature Farming" (audio-visual or printed material for rural farmers)

2. Number of participants and their back-ground:

15 participants who are educators and specialist on agriculture

3. Venue and date:

The workshop will take place in Rayong Province for ten days in May 1994.

4. Tentative programme of the Workshop:

Day 1 - Registration
- Opening of the workshop
- Presentation of experts and resource persons
- Group discussion and preparation for field survey

Day 2 - Field survey
- Analysis of field data, identification and discussion of need and problem by NP method

Day 3 - Practical solution to need and problems identified by NP method and selection of topics based on the priority
- Development and production of materials

Day 4 - Development and production of materials
Day 5 - Development and production of materials
Day 6 - Development and production of materials
Day 7 - Development and production of materials
Day 8 - Presentation of draft materials by group
- Preparation for field testing

Day 9 - Field testing and data analysis
- Improve materials

Day 10- presentation of development
- Adoption of draft final report
- Closing of workshop

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5. Faculty member:

- Thai NFE experts and illustrators
- Thai agricultural educators/experts

6. Training materials:

- Literacy follow-up materials produce by Thai NFE department and other agencies
- Agricultural education materials produce in Thailand and abroad

7. Assistance sought from ACCU/UNESCO PROAP:

(1) Financial: US$1,000
(2) Material: - New Guidebook for Development and Production of Literacy Materials
- Agricultural education materials produce in Thailand and abroad
- AJP materials

8. Name of the Workshop:

Production of Literacy Follow-up Materials on Nature Farming for Rural Area

9. Executive Organization:

Nat Yanasangvararam Agricultural Training and Development Centre, Department of Non-formal Education, Huai Yai Subdistrie, Banglamoong District, Chonbuti Province

9. Vietnam

1. Objectives and contents of the training:

To train officers and key teachers on the preparation of literacy follow-up material on agricultural vocational training for adults in rural areas

2. Number of participants and their back-ground:

25 participants who are officers and teachers in some provincial education services in the South of Vietnam

3. Venue and date:

Mitho City (Tien-Giang Province)
June - July 1994

4. Tentative programme of the Workshop:

- Introduce and study some ACCU's documents
- Field visit and identify the needs and problems
- Develop the materials

5. Faculty member:
- The specialist of CED (Continuing Education Department)
- Some officers of integrated farming in the South Provinces

6. Training materials:

Guidebook for Development and Production of Materials for Neo-literates

7. Assistance sought from ACCU/UNESCO PROAP:

(1) Financial: US$900.00
(2) Technical: Some ACCU's Experts of Book Development Department
(3) Material: Concerned materials in this field

8. Name of the Workshop:

Literacy Follow-up Materials of Agricultural Vocational Training for Adults in Rural Areas

9. Executive Organization:

Training for Adults in Continuing Education Department, MOET, 49 Dai Co Viet Road, Hanoi

Annex

1. General Information
2. Schedule of the Workshop
3. List of the Participants
4. Opening Speeches

ANNEX

1. GENERAL INFORMATION

The Asia/Pacific Cultural Centre for UNESCO (ACCU), the Ministry of Education and Training, Vietnam and the Vietnamese National Commission for UNESCO will jointly organize the 11th Regional Workshop on the Preparation of Literacy Follow-up Materials on Agricultural Vocational Training for Adults in Rural Areas in Asia and the Pacific, in collaboration with the UNESCO Principal Regional Office for Asia and the Pacific (PROAP) and the Japanese National Commission for UNESCO, to achieve eradication of illiteracy in the region, one of the goals of APPEAL.

1. Background

Since 1983, ACCU has organized Regional Workshops on the Preparation of Literacy Follow-up Materials in Asia and the Pacific, in close collaboration with UNESCO PROAP and the host countries.

In the previous Regional Workshops more than 220 literacy experts were trained and they have been very actively contributing to literacy education in their countries. In addition, based on the draft literacy follow-up materials which were developed in such Workshops, ACCU has so far produced 46 kinds of materials for neo-literates under the Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas (AJP materials), in close connection with ATLP curriculum.

In the Tenth Regional Workshop held in Dalian, China in 1992, it was strongly recommended that ACCU should continue to hold the Workshop with the theme of the development of neo-literate materials on agricultural vocational training. Following the recommendation and recognizing that the demand for neo-literate materials expounding agricultural vocational skills is still very high in achieving education for all in the region since a large number of illiterate/neo-literate people living in rural areas are engaged in agriculture, it was decided to hold the 11th Regional Workshop on Preparation of Literacy Follow-up Materials on Agricultural Vocational Training for Adults in Rural Areas in Asia and the Pacific in Ho Chi Minh City, Vietnam, from 22 November - 3 December 1993.

2. Objective

The objective of the Workshop will be to provide training experience in literacy follow-up materials development to the participants from UNESCO Member States in the region, with focus on practical agricultural vocational training for adults, especially in the following areas:

- the study of needs and problems related to agriculture (horticulture and animal raising) of the people in rural areas;
- the development and field testing of neo-literate materials (including audio-visual materials);
- the evaluation and adaptation of neo-literate materials with special reference to AJP materials;
- discussion on the distribution and effective utilization of neo-literate materials.

3. Time and Venue

The Workshop will take place in Ho Chi Minh City, Vietnam from Monday, 22 November to Friday, 2 December 1993.

4. Contents

To achieve the above objective, the contents of the Workshop will consist of the following issues:

(1) Presentation and exchange of information on literacy situation of rural people and on development of literacy follow-up materials with focus on agricultural vocational training (horticulture and animal raising) for adults in rural areas

a. Exchange of information among participants
b. Understanding of the literacy follow-up materials produced in Vietnam

(2) Development of literacy follow-up materials including audio-visual

a. Input on method of developing materials in relation to the ATLP curriculum, especially on practical agricultural vocational training for adults
b. Study of preference of people in rural areas
c. Survey of the needs and problems of people in rural areas, including analysis and relevance
d. Development of effective and attractive literacy follow-up materials on practical agricultural vocational training (horticulture and animal raising) for adults
e. Field testing of the materials developed during the Workshop and the new draft AJP materials
f. Evaluation and adaptation of the existing literacy follow-up materials

(3) Distribution and utilization of the materials developed and AJP materials and follow-up activities

a. Planning of effective distribution and utilization of the neo-literate materials including AJP materials
b. Presentation and discussion on the report of the national follow-up activities of the Tenth Regional Workshop
c. Planning of follow-up activities of the 11th Regional Workshop in respective countries

(4) Others

5. Participation

1. Participants:

Nomination of one participant from each country mentioned below is to be received through respective National Commissions for UNESCO

Afghanistan, Bangladesh, Bhutan, China, India, Indonesia, Iran, Laos, Malaysia, Maldives, Mongolia, Nepal, Pakistan, Papua New Guinea, Philippines, Thailand, Vietnam

2. Resource persons:

(a) Two international resource persons will be invited from outside the host country.

(b) Two local resource persons who are experts on the contents of the materials (horticulture and animal raising) to be developed in the Workshop will be invited.

3. Observers:

Observers from international organizations (i.e. UNICEF, WHO, ILO, FAO, World Bank, UNDP etc.) and NGOs may attend the Workshop at their own expenses.

6. Qualification of the Participants:

Either:

(a) One who is in a position responsible for planning, editing and producing literacy follow-up materials, preferably in the field of agriculture (horticulture and animal raising;

or

(b) One who is actually engaged in production of neo-literate materials (writer, illustrator, designer, etc.), preferably in the field of agriculture (horticulture and animal raising).

(Preference should be given to persons from the Ministry of Education.)

7. Schedule

(Refer to Annex 2)

8. Working Language

The working language will be English. However, for the sake of field testing, materials developed during the Workshop will be translated into the local language.

9. Country Report

Each participant is requested to prepare a paper on the following items:

1. Problems/needs regarding development of literacy follow-up materials on agricultural vocational training (horticulture and animal raising) for adults in the country with latest literacy situation especially in rural areas

2. Successful cases and strategies regarding development of literacy follow-up materials on agricultural vocational training (horticulture and animal raising) for adults in the country

3. Recent progress on production of the national versions of the AJP materials

(The report should be prepared in 4-5 pages of A4 size (around 350 words a page) and 35 copies should be brought with the participants for circulation in the Workshop.)

and to bring the following materials:

1. Successful literacy follow-up materials for agricultural vocational training (horticulture and animal raising) for adults including audio-visual with some information in English (title, objective, contents, target audience, production organization, etc.)

2. Newly produced national versions of the AJP materials

10. Financial Arrangement

ACCU will provide each participant and resource person with a return air ticket (full fare economy class) between the international airport nearest his/her residence and Ho Chi Minh City, Vietnam and with daily subsistence allowance from 21 November to 3 December 1993.

11. Correspondence

All inquiries/correspondence concerning the Workshop should be addressed to:

The Director-General
Asia/Pacific Cultural Centre for UNESCO (ACCU)
No. 6, Fukuromachi, Shinjuku-ku, Tokyo, 162 JAPAN
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The Director
International Cooperation Department
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The Secretary-General
Vietnam National Commission for UNESCO
18 Tog Dan , Hanoi, VIETNAM
(phone) (+84-4) 255441/255440
(fax) (+84-4) 252220

2. SCHEDULE

DAY 1 22 Nov. (Mon.)

8:30-9:00 Registration

9:00-9:45 Opening of the Workshop
- Opening speech by the host country
- Address by UNESCO
- Welcome Address by ACCU

9:45-10:00 Tea break

10:00-10:30 Self introduction by the participants
Election of office bearers

10:30-11:15 Orientation of the Workshop by ACCU and UNESCO

11:15-11:45 Presentation of ACCU's Regional Programmes with Special Reference to Literacy Activities

11:45-12:30 Presentation of UNESCO

12:30-14:00 Lunch break

14:00-14:45 Presentation of present literacy situation in Vietnam

14:45-15:30 Presentation of country reports by participants

15:30-15:45 Tea break

15:45-17:30 Presentation of country reports by participants (cont'd)

18:30-20:00 Dinner reception hosted by Ministry of Education and Training, Vietnam

DAY 2 23 Nov. (Tue.)

8:30-10:00 Presentation of country reports by participants (cont'd)

10:00-10:15 Tea break

10:15-12:00 Presentation of country reports by participants (cont'd)

12:00-13:00 Lunch break

13:00-14:00 Presentation of resource persons
(1) Resource person from Vietnam (Horticulture and animal raising in Vietnam)

14:00-17:00 Field observation

18:00-20:00 Dinner Reception hosted by ACCU

DAY 3 24 Nov. (Wed.)

8:30-10:30 Presentation of resource persons
(2) Resource person from Thailand (Horticulture and animal raising -Thai experience)
(3) Resource person from Vietnam (Materials Development in the field of agricultural vocational training)

10:30-10:45 Tea break

10:45-12:00 Introduction to literacy follow-up materials with special reference to AJP materials (materials produced under the Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas)

12:00-13:30 Lunch break

13:30-14:30 Presentation of resource persons
(4) Resource person from India (Development of literacy follow-up materials)

14:30-15:00 Briefing of field survey and Group formation

-Group A: Group B: Group C:

15:00-15:15 Tea break

15:15-15:45 Introduction to three villages to be surveyed

15:45-17:00 Preparation for questionnaire to be used in field survey (Group work)

17:00-18:30 Dinner break

18:30-20:30 Preparation for questionnaire to be used in field survey (Group work - cont'd)

DAY 4 25 Nov. (Thu.)

8:30-17:00 Field survey in the three villages (Group work)
(Lunch in the villages)

DAY 5 26 Nov. (Fri.)

8:30- 10:00 Analysis of field data, identification and discussion of needs and problems, and selection of topics (Group work)

10:00-10:15 Tea break

10:15-12:00 Analysis of field data, identification and discussion of needs and problems, and selection of topics (Group work - cont'd)

12:00-13:30 Lunch break

13:30-14:30 Presentation of group work (Plenary)

14:30-15:00 Explanation of NP (Newparticipatory) Method

15:00-15:15 Tea break

15:15-17:00 NP method on solutions to the needs and problems identified in the village (Group work)

17:00-18:30 Dinner break

18:30-20:30 NP method on Solutions to the needs and problems identified in the village (Group work - cont'd)

DAY 6 27 Nov. (Sat.)

8:30-10:00 Development of materials (Group work)

10:00-10:15 Tea break

10:15-12:00 Development of materials (Group work - cont'd)

12:00-13:30 Lunch break

13:30-15:00 Development of materials (Group work - cont'd)

15:00-15:15 Tea break

15:15-17:00 Development of materials (Group work - cont'd)

17:30-18:30 Dinner break

18:30-20:30 Development of materials (Group work - cont'd)

DAY 7 28 Nov. (Sun.)

Observation tour

DAY 8 29 Nov. (Mon.)

8:30-10:00 Development of materials (Group work)

10:00-10:15 Tea break

10:15-12:00 Development of materials (Group work - cont'd)

12:00-13:30 Lunch break

13:30-15:00 Development of materials (Group work - cont'd)

15:00-15:15 Tea break

15:15-17:00 Development of materials (Group work - cont'd)

17:30-18:30 Dinner break

18:30-20:30 Development of materials (Group work - cont'd)

DAY 9 30 Nov. (Tue.)

8:30-10:00 Development of materials (Group work)

10:00-10:15 Tea break

10:15-12:00 Development of materials (Group work - cont'd)

12:00-13:30 Lunch break

13:30-15:00 Development of materials (Group work - cont'd)

15:00-15:15 Tea break

15:15-17:00 Development of materials (Group work - cont'd)

17:30-18:30 Dinner break

18:30-20:30 Development of materials (Group work - cont'd)

DAY 10 1 Dec. (Wed.)

8:30-10:00 Development of materials (Group work)

10:00-10:15 Tea break

10:15-12:00 Development of materials (Group work - cont'd)

12:00-13:30 Lunch break

13:30-15:00 Presentation/simulation of draft materials by the four groups (Plenary)

15:00-15:15 Tea break

15:15-17:00 Preparation for field testing (Group work)

17:00-18:30 Dinner break

18:30-20:30 Preparation for field testing (Group work)

DAY 11 2 Dec. (Thu.)

8:30-14:00 Field testing (Group work)

14:00-15:45 Revision, Improvement and finalization of the materials based on the result of the field testing (Group work)

15:45-16:00 Tea break

16:00-17:00 Presentation of the developed materials and result of the group work (Plenary)

16:45-17:00 Explanations of follow-up activities, etc. (Plenary)

DAY 12 3 Dec. (Fri.)

Adoption of the draft final report

Closing of the Workshop

3. LIST OF PARTICIPANTS

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Dr. Truong Van Da
Vice President of Ho Chi Minh City - People's Council

Mr. T. M. Sakya
Education Advisor Coordinator of APPEAL
UNESCO PROAP

Mr. Shigeo Miyamoto
Executive Director
ACCU

Honoured Guests
Distinguished Participants
Ladies and Gentlemen

On behalf of the Ministry of Education and Training of the Socialist Republic of Vietnam, today I have great pleasure to extend to you all a warm welcome to the opening ceremony of the 11th Regional Workshop on the Preparation of Literacy Follow-up Materials on Agriculture Vocational Training for Adults in Rural Areas in Asia and the Pacific.

Forty eight years ago, our former President Ho Chi Minh issued a decree to organize non formal education classes throughout the country and establish a government department in charge of illiteracy eradication implementation; in this way he inaugurated a national campaign for literacy in the country.

Having overcome problem, the people and government of Vietnam have made tireless efforts to eradicate illiteracy. Authorities of all levels from central to local administration have paid special attention and supported financial aid to the movement in order to improve the people's general knowledge and develop the human resources, in technical terms, contributing to the common cause of socio-economic development.

So far, there has still been illiteracy in Vietnam, particularly with high rate in the mountainous and remote areas. This problem has also affected the development of the people's economic and cultural life.

In the international seminar on "Education for All" in Jomtien, Thailand, Vietnam confirmed its resolution to push up illiteracy eradication activities as well as post-literacy education and primary education universalization. The government of Vietnam set up the National Commission for Literacy on September 27, 1989 in order to fulfil this aim. The movement has engaged in an implementation of network of illiteracy eradication, primary education universalization of different levels from provincial to communal localities consisting of thirteen government units and mass organizations. During the last four years, the movement of illiteracy eradication has come to a new phase of renovation in the spirit of the International Literacy Decade and of the tradition of non-formal education and continuing education, achieving initial encouraging success.

So far there have been eight cities and provinces having been recognized to meet the state criteria of illiteracy eradication and primary education universalization. There have also been hundreds of towns and districts as well as thousands of villages and communes fulfilling this great and hard task in other cities and provinces. In general, there have been 88% of the population are literates among them are more than 9 million primary school children. During the last four years there have been almost 800,000 individuals being freed from illiteracy out of the total number of 2 million illiterates of 15 - 35 age group. Among those neo-literates, special attention was paid to mountainous and ethnic groups, inhabitants of remote areas, women and girls.

In the educational development strategy, the movements of primary education universalization, illiteracy eradication, post literacy education have been considered as utmost priorities aiming at establishing a minimum and basic general knowledge for the people. And this is the only way to prevent the relapse into illiteracy besides the accomplishment of the objectives improving mass general knowledge, developing human resources and training skillful and learned individuals.

From the above point of view, the Vietnam National Assembly approved the Law of Primary Education Universalization and the Law of Children Care and Protection in August, 1991. The Law of Primary Education Universalization is the first education law of Vietnam. This has been one of the essential premises to implement primary education for Vietnamese children.

The Vietnam Assembly has also approved an annual budget about dozen of Vietnamese billion dong for the movements of illiteracy eradication and primary education universalization.

During the last years, the Ministry of Education and Training, the National Commission for Literacy published series of literacy textbooks to be used throughout the country. However, authorities of different levels of administrative units have been encouraged to publish their own text books based on the curriculum criteria assigned, the local features and especial needs of the illiterate target groups. This is in conformity with the conclusions obtained by UNESCO, ACCU and other countries which consider literacy as the first step aiming at obtaining a minimum and necessary tool to enable the ability to solve problems in order to improve the standards of living.

In the cause of education development, in general, and illiteracy eradication and primary education universalization, in particular, we have received great help and valuable cooperation from international organizations such as UNDP, UNICEF, UNESCO and many other countries of friendliness and brotherhood, NGOs, and among them is ACCU.

We would like to take this opportunity to express our sincere and grateful thanks to the organizations above. At the same time we would like to confirm our resolution, once again, in the task of developing the education cause, particularly, pushing up the movement of primary education universalization and illiteracy eradication.

We do hope to receive more cooperation and help from the international as well as regional organizations in the near future, and from the countries of friendliness and brotherhood, in various educational activities, to develop Vietnam into a prosperous and developed country in a peaceful and better world.

Once again, on behalf of the Ministry of Education and Training, I wish the 11th Workshop every success and best wishes to all who attend.

Address by Mr. T. M. Sakya
Education Advisor and Coordinator "APPEAL"
UNESCO PROAP

Prof. Dr. Tran Chi Dao
Prof. Dr. Tran Van Nhung
Mr. Shigeo Miyamoto
Distinguished participants
Ladies and gentlemen.

It is a matter of great pleasure for me to have this opportunity to attend the Eleventh Regional Workshop on the Preparation of Literacy Follow-up Materials on Agricultural Vocational Training for Adults in Rural Areas in Asia and the Pacific in this historical Ho Chi Minh City today. First of all, I would like to thank on behalf of UNESCO to ACCU and the Government of Viet Nam for organizing this Workshop. UNESCO has been helping ACCU to organize such workshop since 1981.

One decade has already passed since the first Workshop in Japan and the Philippines. The situation of literacy and basic educationist also changing very fast in the Region especially in East and South East Asian Countries. All the countries in the region are trying to achieve rapid socio-economic development. Although industrialization is making headways rapid, still many countries depend upon agriculture for their survival and development. But the nature of agriculture has changed from subsistence farming to commercial farming. Entrepreneurship and management have become equally important together with production techniques. Right now the farmers are not only concerned with how to use modern technique for production of cereal, cash crop, animal farming etc., they are also faced with marketing, food processing and agro-industries. Therefore we the educationist especially adult and non-formal educationist who have responsibility to provide education and training to the farmers and workers should understand the changing needs of the farmers and workers and then we should develop our education strategies and techniques, so that we can be of help to the farmers and workers.

Of course the countries in the region vary greatly, we have countries where majority of farmers and workers and illiterate. At the same time we have countries where the farmers and workers are already basically literate. They need first literacy and continuing education.

Also we must understand that development is multi-dimensional and multi-faceted. One factor only will not bring needed development. At least we have to work for the development of people's health, basic education, employments, income and their democratic rights. Thus UNESCO PROAP is developing literacy and continuing education programme which is quality of life and human development oriented.

I am sure all of you are aware of APPEAL Training Materials for Literacy and Continuing Education Personnel i.e. ATLP and ATLPCE.

The literacy and continuing education learning materials under Asian/Pacific Joint Production by ACCU has been now closely linked with ATLP and ATLP-CE. Because the objectives of all those programme is same i.e. human development. Last year ACCU and UNESCO PROAP organized the 10th Regional Workshop in Dalian, China focusing on this theme of Education for Development. Hope the 11th workshop will add new chapter to this effort.

In the end, I would like to express UNESCO's grateful thanks and appreciations to the Ministry of Education and Training, the Vietnam National Commission for UNESCO and the Education Commission of Ho Chi Minh City for making excellent arrangements for the workshop.

I hope every success of the Workshop.

Thanks.

Address by Mr. Shigeo Miyamoto, Executive Director, ACCU

Prof. Dr. Tran Chi Dao, Vice Minister for Education and Training, Vietnam
Mr. Truong Van Da, Vice President, People's Council of Ho Chi Minh City
Prof. Dr. Tran Van Nhung, Director, International Cooperation Department, Ministry of Education and Training, Vietnam
Mr. T. M. Sakya, Educational Adviser, UNESCO Principal Regional Office for Asia and the Pacific,
Distinguished participants,
Ladies and Gentlemen,

It is a great pleasure and honour to say a few words on behalf of the Asia/Pacific Cultural Centre for UNESCO on the occasion of the opening of the 11th Regional Workshop on the Preparation of Literacy Follow-up Materials on Agricultural Vocational Training for Adults in Rural Areas in Asia and the Pacific, which is being held in Ho Chi Minh City, the largest and most energetic city in Vietnam.

First of all, I should like to extend my sincere appreciation to all the distinguished participants, resource persons and observers who have come all the way to this city from 18 countries in Asia and the Pacific to participate in this important workshop.

I should also like to express my hearty gratitude to the Ministry of Education and Training, Vietnam, and the Vietnam National Commission for UNESCO for their most generous and excellent arrangements for the joint organization of this regional workshop.

My further appreciation goes to the UNESCO Principal Regional Office for Asia and the Pacific for its invaluable advice and warm support in making this Workshop possible. In particular, I am very grateful to Mr. T. M. Sakya, Educational Adviser at the PROAP. He has always been guiding us in the regional workshops in the most effective and innovative manner. I am convinced that his valuable advice and suggestions will greatly help us in achieving the goals of the present workshop.

Ladies and Gentlemen, every year since 1983 ACCU has organized regional workshops to train personnel in developing literacy follow-up materials and to produce relevant materials useful for neo-literates in the region. In the past, ten workshops have been organized in ten countries, and more than 230 persons have been trained in total.

In addition to these regional workshops, ACCU has also been cooperating with the Member States in the region in the training of literacy personnel by sending international teams of experts to national workshop on the preparation of literacy follow-up materials. So far eight national workshops have been organized in eight countries. The total number of participants in these national workshops exceeds 250.

Through these regional and national workshops, quite a lot of effective prototype literacy materials have been developed, and these prototype materials have been adapted with some modifications and widely utilized not only in the Member States in the Asia/Pacific region but also in many countries in other regions.

Ladies and Gentlemen, the present workshop focuses on the development of literacy follow-up materials contributing to the development of practical vocational skills related to agriculture, including horticulture and animal raising, useful for adults living in rural areas.

Today, more than 80% of the adult population of Asia and the Pacific are actively engaged in agriculture. Consequently, the sound development of agriculture is a prerequisite for the development of each country and for the securing of maximum happiness of the maximum number of people therein. The sound development of agriculture requires the dissemination of effective agricultural vocational knowledge and skills among rural adults. It can also be stated that the quality of life of these people depends on the acquisition of useful vocational knowledge and skills as well as basic literacy skills. There are growing demands for learning materials contributing to the acquisition of these skills.

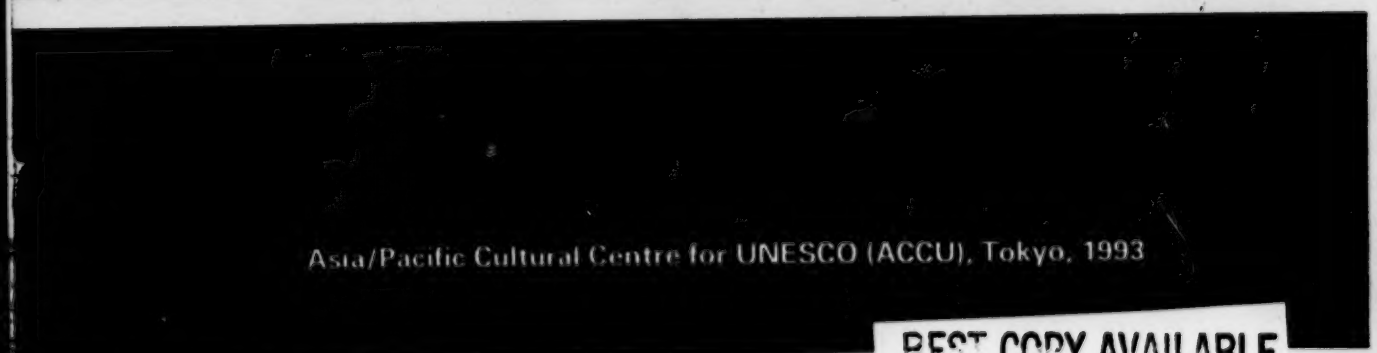
In this context, the last regional workshop, held in Dalian, China, in October 1992, focused on the production of literacy follow-up materials contributing to the development of agricultural vocational skills of neo-literate adults. I am very happy to say that the workshop in Dalian brought about very fruitful results, developing a number of useful prototype materials for neo-literates regarding agricultural vocational skills. The present workshop is the second regional workshop focusing on the development of literacy follow-up materials useful for agricultural vocational training for adults.

I believe that the present workshop will greatly contribute to the objectives of continuing education programmes, especially income generating programmes promoted by UNESCO. In this connection, I am also convinced that the present workshop should aim to ensure an effective and attractive integration of literacy education with the development of agricultural vocational knowledge and skills.

Ladies and Gentlemen, I am well aware that in Vietnam, the promotion of literacy education is one of the most important issues in the national education policy. The Government of Vietnam has demonstrated outstanding achievements in decreasing the number of illiterates and in developing various literacy materials useful for rural adults.

I expect that this workshop will provide all participants with a very good opportunity to learn a great deal from Vietnamese

I also believe that all participants in the present workshop have excellent expertise and experiences in the development of literacy materials. I hope that this workshop will bring about such creative and innovative materials as can deserve the notice of many education authorities and experts concerned with literacy education not only in the region but also in many other regions in the world.



Asia/Pacific Cultural Centre for UNESCO (ACCU), Tokyo, 1993

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